

**EFFECTS OF COOPERATIVE LEARNING STRATEGY ON STUDENTS'  
ACADEMIC ACHIEVEMENT AND MOTIVATION TO LEARN HISTORY AND  
GOVERNMENT IN CO-EDUCATIONAL SECONDARY SCHOOLS IN BARINGO  
CENTRAL SUB COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements  
for the Master of Education Degree in Curriculum and Instruction of Egerton  
University**


**EGERTON UNIVERSITY**

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## DECLARATION AND RECOMMENDATION

### Declaration

This is my original work and has not been submitted to this or any other university for the award of a degree.

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## **DEDICATION**

I dedicate this work to my beloved mother Peninah Kiborus, my siblings, my wife Becky and our children Shaljer, Morgan and Meagan.

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I thank God for creating me and giving me this great opportunity and strength to write this thesis. Thanks to Egerton University for awarding me a full scholarship. Gratitude to my supervisors Dr. Esther Kimosop and Dr. Fr. Gerishon Kuria for their guidance and support throughout my stud. I wish to sincerely thank my friends and classmates at Egerton University campus for their unwavering encouragement. Lastly, I wish to express my gratitude to my beloved mother Peninah Kiborus, siblings, wife Becky and our children Shaljer, Morgan and Meagan for their prayers and moral support. May God bless you all abundantly.

## ABSTRACT

History and Government is an important subject in the Kenyan secondary school curriculum as it has social, economic and political impact in our lives. Despite its importance, students' mean score for History and Government in KCSE nationally and in Baringo central sub county from the year 2016- 2019 is well below 50%. Performance by gender favors boys as has been noted over the years. The teaching approach that teachers adopt is a crucial factor that may affect students' motivation to learn the subject. The choice of methodology was informed by the nature of research objectives and research questions. A quasi-experimental research design, specifically Solomon-Four Non-Equivalent Control Group Research design was used. The target population comprised of secondary school students in Baringo central sub county while the accessible population was Form Two students in co-educational sub-county public secondary schools in Baringo central sub-county was 1014 students. Purposive sampling was used to obtain a sample of four Co-educational sub-county public Secondary Schools. Each school provided one Form Two class for the study hence a sample size of 158 students. The instruments used in the study were History and Government Student Achievement Test (HGSAT) and History and Government Motivation Questionnaire (HGMQ). Using KR-21 formulae, HGSAT yielded a reliability coefficient of 0.871 while using the Cronbach alpha coefficient, HGMQ yielded 0.716 which were above the recommended threshold of 0.7. Data was analysed using t-test, ANOVA and ANCOVA. Hypotheses were accepted or rejected at significance level of alpha value of 0.05. The findings of this study indicated that the use of CLS enhanced students' academic achievement in History and Government better than conventional teaching methods. CLS enhanced students' motivation in learning History and Government better than conventional teaching methods. The findings further indicated that CLS was not gender discriminative since it enhanced both students' academic achievement in History and Government regardless of their gender. The findings further indicated that CLS is not gender discriminative since it enhanced students' motivation to learn History and Government regardless of their gender. These findings may be beneficial to History and Government teachers, teacher trainers and curriculum developers in improving the teaching-learning process and student's achievement in History and Government through adoption of a suitable instructional methods. This study therefore recommends that History and Government teachers should blend the use of Cooperative Learning Strategy together with conventional teaching methods and TSC to in-service secondary school teachers on the use of CLS.

## TABLE OF CONTENTS

<b>DECLARATION AND RECOMMENDATION.....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DEDICATION .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the study .....	1
1.2 Statement of the Problem .....	8
1.3 Purpose of the study .....	9
1.4 Objectives of the study.....	9
1.5 Hypotheses of the study .....	9
1.6 Significance of the Study .....	10
1.7 Scope of the study .....	11
1.8 Limitations of the study.....	11
1.9 Assumptions of the study .....	12
1.10 Definition of terms.....	13
<b>CHAPTER TWO.....</b>	<b>15</b>
<b>LITERATURE REVIEW.....</b>	<b>15</b>
2.1 Introduction .....	15
2.2 Importance of History in Society .....	15
2.3 Conventional Methods of teaching History and Government in Kenya .....	17
2.3.1 The Lecture Method .....	17
2.3.2 Drill and Practice Teaching Method.....	17
2.3.3 Discussion Method of Teaching History and Government. ....	18
2.3.4 Demonstration Method .....	18
2.3.5 Question and answer Method .....	19
2.4 Influence of Conventional Teaching Methods on Achievement and Motivation .....	19
2.5 Importance of Cooperative Learning .....	25

2.6	Strategies of implementing Cooperative Learning.....	27
2.7	Theoretical Framework .....	31
2.8	Conceptual Framework .....	32
<b>CHAPTER THREE .....</b>		<b>34</b>
<b>RESEARCH METHODOLOGY.....</b>		<b>34</b>
3.1	Introduction .....	34
3.2	Research Design.....	34
3.3	Location of the Study .....	35
3.4	Population of the study.....	36
3.5	Sampling Procedures and Sample Size .....	38
3.6	Instrumentation.....	39
3.6.1	History and Government Student Achievement test (HGSAT) .....	40
3.6.2	History and Government Motivation Questionnaire (HGMQ) .....	40
3.7	Cooperative Learning Module (CLMO) .....	40
3.8	Validity of Research Instrument .....	41
3.9	Reliability of the Research Instruments .....	41
3.10	Data Collection Procedures .....	41
3.11	Data Analysis.....	42
3.12	Ethical Considerations .....	42
<b>CHAPTER FOUR.....</b>		<b>43</b>
<b>RESULTS AND DISCUSSION.....</b>		<b>43</b>
4.1	Introduction .....	43
4.2	Results of the Pre-test.....	43
4.3	Effects of Cooperative Learning Strategy on Students’ Academic Achievement in History and Government. ....	44
4.4	Effects of Cooperative Learning Strategy on students’ motivation to learn History and Government.....	50
4.5	Effects of Cooperative Learning Strategy on Students’ Academic Achievement by Gender in History and Government. ....	57
4.6	Motivation to learn History and Government of Boys and Girls exposed to Cooperative Learning Strategy .....	60
<b>CHAPTER FIVE.....</b>		<b>63</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>		<b>63</b>
5.1	Introduction .....	63



5.2	Summary of the Findings .....	63
5.3	Conclusions .....	64
5.4	Recommendations .....	65
5.5	Suggestions for Future Research.....	65
	<b>REFERENCE</b> .....	<b>67</b>
	<b>APPENDICES</b> .....	<b>75</b>
	Appendix A: Form Two History and Government Student Achievement Test.....	75
	Appendix B: History and Government Motivation Questionnaire .....	79
	Appendix C: Cooperative Learning Module (CLMO).....	81
	Appendix D: School Data Form.....	86
	Appendix E: Research Permit .....	87
	Appendix F: Snapshot of Abstract of Paper published .....	89

## LIST OF TABLES

Table 1: KCSE History and Government Performance for the last four years nationally .....	3
Table 2: KCSE Performance by Gender in History and Government from the year 2015 to 2019 in Baringo Central Sub-County.....	3
Table 3: KCSE History and Government Performance for the last four years in Baringo Central Sub-County.....	3
Table 4: KCSE History and Government performance for the last four years in Baringo County .....	19
Table 5: Form two enrolment in Co-educational Sub-County public secondary schools in Baringo Central sub-county as at 2020 .....	46
Table 6: Distribution of students Sample by Teaching Method.....	47
Table 7: Comparison of Pre-Test mean scores on HGSAT by Learning Strategy .....	54
Table 8: Comparison of Pre-Test mean score on HGMQ by Learning Strategy .....	54
Table 9: HGSAT Pre-Test, Post-Test means score and Gain .....	55
Table 10: Comparison of HGSAT mean Gain between E <sub>1</sub> and C <sub>1</sub> .....	56
Table 11: HGSAT Post-Test Means and Standard Devitions of the four groups .....	56
Table 12: One Way Analysis of Variance (ANOVA) of the Post-Test mean scores on HGSAT .....	57
Table 13: Multiple comparison of HGSAT Post-Test means by Learning Strategy .....	58
Table 14: Adjusted mean scores of the four study groups .....	59
Table 15: Test of difference of HGSAT Post-Test means using ANCOVA .....	59
Table 16: HGSAT Post-Test multiple comparison using ANCOVA .....	60
Table 17: HGMQ Pre-Test mean score and Gain of E <sub>1</sub> and C <sub>1</sub> .....	62
Table 18: Comparison of HGMQ mean Gain between E <sub>1</sub> and C <sub>1</sub> .....	63
Table 19: HGMQ Post-Test Means and Standard Deviations of the four groups.....	63
Table 20: ANOVA of the Post-Test Mean score on HGMQ. ....	64
Table 21: Multiple comparison of HGMQ Post-Test means by learning Strategy. ....	65
Table 22: HGMQ adjusted Post-Test means of four groups .....	66
Table 23: Test of difference of HGMQ Post-Test means using ANCOVA.....	67
Table 24: HGMQ Post-Test multiple comparison using ANCOVA.....	67
Table 25: Comparison of HGSAT post-test means by Gender of students exposed to treatment .....	69

Table 26: Adjusted post-test means of boys and girls exposed to Cooperative Learning Strategy ..... 70

Table 27: Independent sample t-test of HGMQ score of boys and girls exposed to Cooperative Learning Strategy..... 71

## LIST OF FIGURES

Figure 1: The Conceptual framework showing the relationship among Variables.....	42
Figure 2: Solomon Four Non-Equivalent Control Group design.....	44

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ANOVA</b>	Analysis of Variance
<b>CBC</b>	Competence Based Curriculum
<b>CEO</b>	County Education Office
<b>CIEM</b>	Curriculum Instruction Educational Management
<b>CLMO</b>	Cooperative Learning Module
<b>CLS</b>	Cooperative Learning Strategy
<b>CTM</b>	Conventional teaching methods
<b>HGMO</b>	History and Government Motivation Questionnaire
<b>HGSAT</b>	History and Government Student Achievement Test
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNEC</b>	Kenya National Examination Council
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Scientist
<b>TSC</b>	Teachers Service Commission
<b>WAEC</b>	West African Examination Council

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

History and Government is an important subject in the Kenyan secondary school curriculum as it has social, economic and political impact in people's lives. According to Nasibi (2015), the study of the subject helps to understand what happened in the past and what is currently happening in the present society, thus giving room to plan for a better future. It is only through historical reflections that one can develop a particular view of the world and appreciate their own views and the views of others (Talin, 2014). History and Government aims to expose learners to issues that bind and weld society together such as the spirit of togetherness and interdependence among people of Kenya (Rono & Rono, 2016). The subject, therefore, assists people to recognize the relationship between the events of today and the world of tomorrow. It further aims to promote an understanding of the social, economic and political organizations and development of Kenya and other parts of the world (Coltham, 2017).

In England and Australia, student academic performance in History is poor with a majority of students scoring below 50% in national examinations and as a result very few students' choose history beyond the age of 14, many opting out of the subject after that age (Gipps, 2018). Students considered History as a boring subject because its syllabus is very wide and teachers are forced to use teacher centred methods like lecture methods to cover it.

According to Rakia (2016), students' perception that History is a useless subject is enhanced by amount of attention science subjects are given by both school administrators and the Ministries of Education. Students and parents argue that learning of science and mathematics results in the growth of skills which have a direct bearing in life, and as a result they prefer sciences to arts subjects like History. In countries such as the United States, few students choose History beyond the age of 14, many opting out of the subject due to poor teaching methods used by History teachers (Faupel , 2017). Faupel (2017) noted that the choice of a teaching strategy directly affects attractiveness of History but also students' achievement and motivation.

According to West African Examination Council (2018), students' academic achievement in History is below average in many western African countries like Congo, Nigeria and Mali. Among the possible contributors to this persistent poor performance in History may include use of ineffective teaching strategies by History teachers (Osokoya,

2019). Osokoya further argues that the choice of a teaching strategy can positively or negatively affect students' achievement and motivation in the subject. Students' enrolment in the subject over the years has been rising, however, performance in the subject has never reached a mean score of 50 %.

A study by Osoro (2016) revealed that the History syllabus is very wide thus making it difficult for students to master all the content. He further argues that, students are not able to see the connection between History topics being taught with real life situations and happenings. Borg and Gall (2018) found that conventional teaching methods like lecture method has shown to be one of the most unpopular and ineffective methods when it comes to content delivery as it causes intellectual passivity of listeners because it offers limited opportunity for creativity and critical thinking.

In the Kenyan case, History and Government is an integral part of the Secondary School Curriculum. History was integrated with political science to form new subject called History and Government (Kenya Institute of Education [KIE], 2002). The discipline as it is currently, covers two areas: History concepts and Government concepts. History syllabus has gone through regular reviews over the years. It was made an elective subject from 1992 where students were given the opportunity to drop or choose it in Form Two (Muriuki, 2019). It nonetheless remains a core course in Forms One and Two.

To respond to the changing societal and individual needs, the History syllabus has gone through periodic reviews. For instance, in the year 2010, changes were made to reflect emerging issues on governance that has taken place in Kenya and other parts of the world (KICD, 2017). The element of devolution has been captured in the new History and Government syllabus hence students are well informed on governance system in Kenya and other countries like USA, Uganda, Ethiopia, Somalia and Nigeria with devolved governance structure.

Despite, History and Government being one of the most important discipline in the Kenyan secondary school curriculum, students' academic achievement in the subject is still below average as attested by the reports from Kenya National Examinations Council results (KNEC, 2019) as shown in Table 1.

**Table 1***KCSE History and Government Performance Nationally for the last four years*

Year	2016	2017	2018	2019
Candidature	394,086	421,311	458,230	541,200
Mean score	43.72	41.25	41.01	40.06

Source: Kenya National Examination Council (2016, 2017, 2018, 2019)

The results on Table 1 shows that students' achievement in History and Government nationally has continually declined over the years. The highest overall score was 43.72 in the year 2016 and the least score being 40.06 recorded in the year 2019. In Kenya, secondary school History and Government examinations usually test students' understanding of facts, concepts and general principles in History and Government (KNEC, 2016). The persistent poor performance in the subject suggests that appropriate and effective strategies of teaching History and Government has not been adopted (Oppong, 2016). The students' underperformance is an indicator that they do not possess requisite knowledge of the subject.

History and Government is one of the important subjects in the fields of social sciences, the country will not be able to produce sufficient number of anthropologist, researchers, Lawyers, History teachers, and administrators to meet the demand of the country's national development (Chabala, 2017). This implies that national development cannot be achieved unless the necessary historical knowledge is put in place, which in itself pre-supposes an adequate system of education. Wenslinsky (2016) reasons that high academic achievement goes together with classroom practices of the teacher. The way a teacher delivers the instructional process affects students' values, interest and behaviour to learn any subject. Huber (2017) proposed that quantitative and qualitative research studies be carried out to investigate students' preferences for teaching methods.

Kizlik (2019) argued that many Kenyan classrooms are dominated by less effective teacher centred methods where teachers take full control of the learning process and the students are given little room to give their input. Teachers' also regard students as having a hole in their brains that needs to be filled with information. As a result of this, the learning process is characterized by transmission and memorization of facts given by the teacher as opposed to having a clear understanding of what is being taught (Johnson & Johnson, 2016a). The most commonly used Conventional teaching methods in teaching History and



Government in Kenya include; Lectures, Drill and practice, Discussion, Demonstration Question and answer method.

Gender differences in the performance of History and Government in favour of the male child has also been noted over the years in KCSE as shown on Table 2.

**Table 2**

*KCSE Performance by Gender in History and Government Nationally from the year 2015 to 2019.*

Year	Male candidates	Mean score %	Female candidates	Mean score %
2015	279,289	42.69	243,581	43.79
2016	300,995	43.67	273,130	44.69
2017	315,630	38.77	296,332	42.79
2018	338,628	39.67	321,576	42.69
2019	247,673	38.69	236,082	40.02

Source: Kenya National Examination Council (2015, 2016, 2017, 2018, 2019)

The results on Table 2 shows that indicates that the performance of girls is higher than that of boys. The achievement of both boys and girls over the five year period was generally poor. In the year 2015, female and male candidates mean percentage were 42.69% and 43.79% respectively. In 2016, female candidates had a mean percentage of 43.67% while their male counterparts had 44.69% while in the year 2017, it was 38.77% (girls) and 42.79% (boys) respectively. Also in the year in 2018, the male did better than girls, the female candidates had a mean percentage of 39.67% while their male counterparts had 42.69%. Similar trend was also witnessed in the year 2019 where the male had a mean percentage of 40.02% while the female counterparts had 38.69%. KNEC (2018) report revealed that male candidates continue to perform better than female candidates in History, however, it has not identified causes of these differences. This is requires deliberate action in order to achieve gender parity in performance at secondary school level.

In Baringo Central sub-county where the study was carried out, students' performance in History and Government has also been unsatisfactory, as shown in Table 3.

**Table 3**

*KCSE History and Government Performance for the last four years in Baringo Central Sub-County*

Year	2016	2017	2018	2019	Source: County Education Office (2019)
Candidature	11,800	12,400	12,687	14,500	
Mean score %	38.45	34.36	36.36	36.02	

Education Office (2019)

Table 3 indicates a declining trend in students' academic achievement in History and Government for years 2016 to 2019. The highest overall score was 38.45% out of 100% in the year 2016 and the least score being 34.36% recorded in the year 2017 (KNEC, 2018). There is need therefore to investigate the reasons behind the dismal performance in the subject and suggest means of improving the results. It is also of great concern to note that the students' enrolment in History and Government nationally and in Baringo central sub-county for four consecutive years has been rising while the performance has never reached the 50 % mean score mark.

Baringo central sub-county has also been recording low score in History and Government over the last four years in KCSE compared to other sub-counties of Baringo like Tiaty, Baringo north, Baringo south, and Mogotio and Eldama ravine as shown on Table 4.

**Table 4**

Year	2016	2017	2018	2019	2016 - 2019
Sub-county	Mean score%	Mean score%	Mean score%	Mean score%	average mean
Eldama Ravine	40.45	38.55	40.34	40.13	39.81
Mogotio	39.45	39.68	37.90	39.17	39.23
Baringo North	38.45	35.36	36.36	37.02	37.00
Baringo South	36.55	36.76	36.79	35.93	36.51
Tiaty	37.32	36.41	36.42	35.30	36.36
Baringo Central	38.45	34.36	36.36	36.02	36.29

*KCSE History and Government performance for the last four years in Baringo County*

Source: County Education Office (2019)

The results on Table 4 shows students' academic achievement in History and Government in the six sub-counties of Baringo County. The highest average mean score was 39.87% recorded in Eldama Ravine Sub County while the least average mean score being 36.29% recorded in Baringo Central sub-county. Githara (2019) argued that the teaching and learning of History and Government is teacher and book centred.

The teaching and learning of the subject puts more emphasis on cognitive knowledge where students are expected to read their notes and produce what they have read in examinations (Shiroya & Aseka, 2017). This has led to a negative attitude towards the subject as students are not seeing any relationship between what they are learning and real life issues and problems like corruption, tribalism and democracy.

Curzon (2016) argues that Cooperative Learning Strategy can influence students' motivation more positively than conventional teaching methods as it allows students to freely share their contributions thus giving room to learn from each other hence promoting clear understanding of ideas. Felner (2017) observes that under conventional teaching methods, too much information is given to the students with a lot of seriousness, and this has negatively affected students' motivation to learn. Under cooperative learning strategy, the students' are actively involved in the learning process with lots of fun and freedom hence students' motivation to learn the subject is highly improved (Lepper, 2016).

Deci and Ryan (2017) argues that the use of different teaching methods positively increases motivation to learn as students are actively involved in the learning activities thus preventing the students' from getting bored. Bandura and Schunk (2016) argued that students' internal motivation increases when students are given full control to learn as opposed to when the teacher has full control on what they are expected to learn. Nichols and Miller (2017) contends when students' see a relation between what they are learning and their relevance to life, they get motivated learn and achieve their goals (Lepper, 2016). The author further reports that where students are well enlightened on the role played by their subjects in solving day to day challenges in the society are more likely to develop more interest and attention toward that subject.

Harris (2017) stated that where students take part in the learning activities, their motivation to learn is highly improved. Dicintio and Gee (2016) reports that when students' are given full control on their learning activities, they get more motivated and engaged. The authors further argues that students felt less involved and demotivated when they are not under pressure from the teacher. Teachers who show interest in students learning by helping with specific tasks taught in school and encouraging them to work hard contributes to

positively to students motivation. Wang et al. (2016) also report that parents who are more concerned with their children by providing all that is required and attending parent meetings also influence motivation to learn.

Due to poor teaching methods, one other method that has been found to give better results is Cooperative Learning Strategy. Curzon (2016) argues that teaching strategies like Cooperative Learning Strategy can influence students' achievement and motivation more positively than conventional teaching methods. Previous research has shown that use of Cooperative Learning Strategy yields a positive effect in students' academic achievement and motivation.

This study was motivated by the assumption that Cooperative Learning Strategy could be used to improve students' academic achievement and motivation to learn History and Government. A study by Chin (2016) on the effects of Cooperative Learning Strategy on students' motivation to learn History in China, showed that students taught History through Cooperative Learning Strategy had high motivation in the subject than those taught History through conventional teaching methods. This therefore implies that Cooperative Learning Strategy is effective in motivating students to study History and Government as worth implementing its use in History and Government classroom.

A study by Quinn (2016) on the effects of Cooperative Learning Strategy on students' achievement in History among secondary school boys and girls in Nigeria, showed that there was no statistically significant difference in students' achievement in History between boys and girls when taught through Cooperative Learning Strategy and those taught through conventional teaching method. It can therefore be concluded that when exposed to treatment, gender is not a factor in determining students' academic achievement, hence Cooperative Learning Strategy is not gender discriminative. The author however noted that the mean score of the boys was slightly higher than that of the girls. This therefore means that Cooperative Learning Strategy was effective in reducing the gender differences therefore worth embracing by secondary school History and Government teachers.

Another study by Wachanga (2002) on the effects of cooperative class experiment teaching method on secondary school students' achievement and motivation in chemistry in Njoro, showed that instructions based on Cooperative Learning Strategy caused a significantly better students motivation and high achievement than the Conventional teaching methods. The study provided evidence to the effects that Cooperative Learning Strategy enhances secondary school students' achievement and motivation in Chemistry. This therefore implies that Cooperative Learning Strategy can improve students' academic

achievement and motivation in other subjects like History and Government hence teachers should embrace its use to better students achievement and Motivation.

One of the justification for using Cooperative learning strategy is that it is more effective and productive compared to conventional teaching methods. Cooperative learning is not all about arranging students into groups but more of structuring positive independence. Under this strategy, students make the most of one another ideas and skills e.g. students share information and ideas while they critique. While having the discussion, the teacher facilitates what they are doing thus making the approach learner centred. At the end of the lesson, the teacher carries out evaluation and where a group succeeds, everyone in the group is part of the success (Ross & Smyth, 2016).

It also involves structuring individual accountability where every member in the group has a role to play for the success of the whole group. During cooperative learning lessons, students acquire social skills and as the interaction increases, the students develops a sense of responsibility and social solidarity. In cooperative learning, low achieving students can freely share their contributions to a group thus giving the room to learn from each other hence promoting more understanding of ideas fun.

There is limited documented evidence on the effects of using Cooperative Learning Strategy on students' academic achievement and motivation in History and Government in Baringo Central Sub-County. This study therefore, focused on investigating the effects of Cooperative Learning Strategy on students' achievement and motivation in History and Government in co-educational secondary schools in Baringo central sub county.

## **1.2 Statement of the Problem**

History and Government is an important subject in the Kenyan secondary school curriculum as it has social, economic and political impact in people's lives. Its study aims to expose learners to issues that bind and weld society together such as the spirit of togetherness and interdependence among people of Kenya. Despite its importance, students' mean score for History and Government in KCSE nationally and in Baringo central sub county from the year 2016- 2019 is well below 50%. Gender differentials in the performance in favour of the male child has also been noted over the years in KCSE. This unsatisfactory performance in History and Government indicates that the learners did not possess requisite knowledge and skills towards the subject. It means that the current secondary school curriculum does not enable learners to attain the expected learning outcomes. The teaching approaches adopted during content delivery plays a significant role in learners' acquisition of knowledge. Kenyan

classrooms are dominated by less effective teacher centred methods where teachers take full control of the learning process and the students are given little room to give their input. Cooperative learning may encourage student engagement with the lesson and improve both the achievement and motivation. The use of cooperative learning have been shown by research to have a positive impact on students' achievement and motivation compared to conventional teaching methods. However, what is not known is how CLS would affect students' achievement and motivation. It is not also clear how CLS would affects students achievement and motivation by Gender. In an attempt to address this issue, the present study explored the effects of Cooperative Learning Strategy on students' academic achievement and motivation to learn History and Government in co-educational secondary schools in Baringo central sub county. Limited studies have been carried out in Baringo Central sub-county.

### **1.3 Purpose of the study**

This study was designed to investigate the effects of Cooperative Learning Strategy on students' academic achievement and motivation to learn History and Government in co-educational secondary schools in Baringo central sub county.

### **1.4 Objectives of the study**

This study was guided by the following objectives:

- i. To determine whether there is any difference in students' academic achievement in History and Government between those taught using Cooperative Learning Strategy and those taught using conventional teaching methods.
- ii. To establish whether there is any difference in students' motivation to learn History and Government between those taught using Cooperative Learning Strategy and those taught using conventional teaching methods.
- iii. To find out whether there is any gender difference in students' academic achievement when taught History and Government through Cooperative Learning Strategy
- iv. To determine whether there is any gender difference in students' motivation to learn History and Government when taught through Cooperative Learning Strategy

### **1.5 Hypotheses of the study**

In order to achieve the objectives of the study, the following null hypotheses were tested at a significance level of 0.05

H0<sub>1</sub>: There is no statistically significant difference in students' academic achievement in History and Government between students taught using Cooperative Learning Strategy and those taught using conventional teaching methods.

H0<sub>2</sub>: There is no statistically significant difference in students' motivation to learn History and Government between students taught using Cooperative Learning Strategy and those taught using conventional teaching methods.

H0<sub>3</sub>: There is no statistically significant gender difference in students' academic achievement in History and Government when taught through Cooperative Learning Strategy.

H0<sub>4</sub>: There is no statistically significant gender difference in students' motivation to learn History and Government when taught through Cooperative Learning Strategy.

## **1.6 Significance of the Study**

This study provides data on the effectiveness of using CLS on motivating students thus improving their achievement in History and Government. It also examined how gender affects their achievement and motivation in History and Government. This information is vital in determining the best way to organise students for learning. The findings of this study are expected to supplement Government's efforts directed towards improving the History and Government learning and achievement in Kenya's secondary schools.

The information may be helpful to the following organisations, individuals and groups of people. The information may help teachers to adopt suitable instructional methods for quality teaching. The assistance that students get from the teachers may enable them develop self-confidence and a positive attitude towards the learning of History and Government. Such desirable attitudes may consequently boost achievement in the subject.

The findings of this study may also be beneficial to the Kenya Institute of Curriculum Development (KICD) in formulating relevant policies and strategies, geared towards enhancing meaningful learning through; promote interaction, individual accountability, interpersonal skills, team competition, equal opportunities for success and positive interdependence.

Teacher training colleges and universities in Kenya may also benefit from the information in their task of producing effective and qualified History and Government teachers. Moreover, the information may be useful in production of History and Government teaching materials that embrace CLS. The research may also serve as a frame of reference for further research on more innovative teaching approaches in History and Government.

## **1.7 Scope of the study**

The study focused on Form Two History and Government students in co-educational sub-county public secondary schools in Baringo central sub-county. The study involved Form Two students since the topic selected is usually covered in Form Two as scheduled in the KICD syllabus. Moreover, at this level students are supposed to have covered adequate History and Government content on “constitution and constitution making process”. Besides, at this level, History and Government is compulsory.

At this level also, the students were assumed to have developed a stable internal motivation to learn History and Government. These conditions were necessary to allow for manipulation of intervention and determine the effect of the treatment on students’ academic achievement as well as their motivation to learn History and Government. Co-educational sub county public secondary schools were used since most schools in the sub-county fall in this category.

Generalization of the findings was therefore narrowed to co-educational sub-county public secondary schools in the country. The study focused on Form Two topic on “constitution and constitution making process”. The selection of this topic is applicable to current adoption of better pedagogical skills to enhance teaching and learning institutions for the betterment of academic achievement and in acquisition of skills and knowledge.

The topic was chosen for the study since it provides the students with pre-requisite knowledge needed for understanding of a related topic in form three; Political Development and the struggle for independence in Kenya (1919-1963). It is also at form two level where the basic concepts on “constitution and constitution making process” are extensively taught and repeated in Form Three and Form Four. The topic “constitution and constitution making process” is therefore a representative of the entire History and Government syllabus. The topic therefore is enough to make a generalization about the performance in History and Government.

## **1.8 Limitations of the study**

- i. The study limited its subject matter to one topic, “constitution and constitution making process”. This is because it may not be possible to carry out the study on several topics within the time available.
- ii. The study was limited to students in co-educational sub county public secondary schools. These schools have similar academic qualification based on KCPE entry behaviour. Furthermore most sub county schools have inadequate resources as



compared to better funded county, Extra County and national schools. Thus the results of this study was not generalized to county, extra county and nationals schools but to only co-educational sub county public secondary schools in the country.

### **1.9 Assumptions of the study**

The following was assumed in the study:

- i. The administrators and the respondents of the targeted schools were to co-operate with the researcher in collecting and recording of relevant data. To achieve this, the researcher sought permission from the school authorities and briefed them on the purpose of the study.
- ii. All the respondents were honest in responding to the items of the questionnaire.
- iii. The KCPE marks had close correlations with the pre-test and post-test scores used in the study due to the fact that selection of Form Ones for every school category is based on their KCPE total mark.

### **1.10 Definition of terms**

These are the operational definition of terms that have been used in this study.

**Achievement-** According to Ames (2016), it refers to a person's success attained through effort and skill which can be assessed by means of a testing instrument. In this study, it refers to students' attainment in History and Government Student Achievement Test (HGSAT).

**Co-educational-**According Iwuchukwu (2016), it refers to having male and female students being taught together in the same school or college rather than separately. In the study co-educational means boys and girls being taught in sub-county secondary schools in Baringo Central sub-county.

**Conventional teaching methods** -According to Castle (2016), it refers to teaching using chalk and board for teachers; pen and paper for students. In this study conventional teaching methods limits students' participation in the learning process e.g. Lecture method, drill and practice teaching methods.

**Cooperative learning** -According to Hancock (2016), it is a learning situation in which students grouped into small groups of about five members and they work together towards attainment of a common academic goal. In this study, it refers to the use of Cooperative Learning Strategy in History and Government classroom to learn the concept on "constitution and constitution making process " where the students were required to work in small groups towards attainment of a common goal.

**Effects-** According to Merriam (2018), it is a change occurs because of a consequence of an action. In this study, it refers to the change brought by the use of Cooperative Learning Strategy on students' academic achievements and motivation to learn History and Government.

**Expert group:** According to Jostones (2017), an expert is a person with special knowledge, skills or training in something. In this study, it refers to a group of students with identical assignments who come together for discussion

**Gender-** According to Iwuchukwu (2016), it refers to being a male or a female, it is biological, physical or emotional difference associated with males and females. In this study, it refers to male and female students being taught in sub-county secondary schools in Baringo Central sub-county.

**History and Government-**According to Nasibi (2015), it is the study human beings past activities and how they are managing their day to day affairs. In this study, it refers to one humanity subject offered in secondary schools in Kenya.

**Home Group-**According to Jones (2017), it refers to a housing association. In this study, it refers to a group of students with identical assignments who come together for discussion after which they join members in the expert group for further discussion.

**Motivation-**According to Slavin (2017a), it is a psychological drive to achieve a given goal in the study. It also refers to students drive based on their perceived probability of success. In this study, it refers to students' motivation towards the learning History and Government.

**Retention-** According to Nichols and Miller (2017), it refers to the continuous control of something. In this study, it refers to the ability of students to remain in school in accordance with the required learning hours to the completion.

**Strategy-** According to Bartoli (2016), it refers to the way a teacher arranges and executes the class activities for the purpose of achievement of the lesson objectives. In this study, it refers to the way a teacher arranges and executes class activities using Cooperative Learning Strategy.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review focused on; the importance of History in society, conventional methods of teaching History and Government, influence of conventional teaching methods on; student achievement, student motivation and student achievement by gender, importance of co-operative learning, strategies of implementing cooperative learning and finally theoretical and conceptual framework to be used to guide the study.

#### **2.2 Importance of History in Society**

History and Government as a subject has a direct impact on our everyday lives and development of the society. It has a social, economic and political impact on our lives. History and Government helps us refer what happened in the past and compare it with current happening in the society thus enabling us determine the changes that have taken place and plans to do better in the future (Mays, 2017). Its study also helps us to understand the time when historical events happened e.g. we learn that the Mau Mau uprising started in 1948. We also know that Kenya became independent in 1963. Heywood (2017) contends that history repeats itself. Therefore it is important to be familiar with what took place years back and work on areas of weakness thus avoiding going the same direction in the future. For example, how a case was solved in the past can be an important eye-opener to how a case can be solved today. Also by learning how human beings adapted to their environment in the past, it is possible to understand and manage a prevailing situation.

In Europe, History was taught with the main aim of promoting good morals among its citizens through the study of the laws of Alfred the Great (Chin, 2016). History and Government helps creates a sense of identity as students get informed on how they came into existence and where they came from thus able to trace their origin and associate themselves with it (Lincoln, 2016). It is important to know our origin as it helps shape our future by learning from the strengths and weakness of our elders thus able to prepare for a better future (Coltham, 2017). History and Government helps to understand the events that took place in the past thus educate the future generations about what took place and people who came before them and the contributions they brought to the world (Muma & Nyagah, 2017).

History also helps in understanding the needs of a Government such as ensuring social, economic and political development in a country. Every government is mandated to improve the livelihood of its citizens through building of roads, schools, hospitals and promotion of

good governance to its citizens (Dance, 2017). Citizens are given the chance to elect their own leaders whom they have faith in thus able to promote development and accountability. The study of the subject, helps instil a sense of being a responsible citizens through participating in democratic activities such as elections referenda (Chaffer & Taylor, 2016). History and Government promotes national unity by exposing the students to pillars of a society e.g. love, peace and unity which guide them. It helps inspire patriotism and nationalism among citizens as they learn about the history of their country. History and Government promotes the spirit of patriotism and nationalism among its citizens as it teaches them to love their country and be ready to defend it all the time (Jacinta, 2017).

The study of History and Government helps learners to understand how the Government raises its revenue through collection of taxes, borrowing loans and grants and how it uses its revenue for payment of wages and salaries, maintenance of infrastructure, debt servicing and contribution to international organizations. It also helps to understand how laws are made in the country (Muma, & Nyaga, 2018). We get to understand the stages followed during law making in Kenya e.g. debate over contentious issues, collection of public views, drafting of the constitution, referendum, enacting the constitution and promulgation of the same. This helps us to respect our constitution and follow it to the letter and if need to amend it, the right procedure should be followed (Nasibi, 2015). History and Government helps develop a deeper understanding of our own culture and that of others through exposure to cultures of different communities (Chin, 2016). History and Government helps the students acquire wisdom and values of the past through exposition to peoples' discoveries, inventions, principles, laws and morals thus encouraging high deeds and discoveries between the students (Tillyard, 2016).

It also helps us understand our roles and responsibilities as Kenyan citizens e.g. making positive contributions that helps in development of a country through hard and honest work, fighting corruption and taking into considerations the welfare of others. History and Government helps us to develop good relationship with others nations of the world thus having a better world. It also teaches on the need to tolerate each other and live in harmony despite coming from 42 different ethnic communities.

History and Government also influences career choices as it leads to various professions such as law, teaching social work, diplomacy and public administration. Lewin (2016) postulates that studying History and Government helps learners to be familiar with different arms of government, which include the legislature, executive and judiciary.

The methods of teaching History and Government in Kenya do not differ widely from the methods used in teaching other subjects. The methods of teaching are divided into two

groups namely; teacher-centred and child-centred methods respectively. In teacher-centred methods, the teacher is more active than the children, while in child-centred, the children are more active than the teacher (Castle, 2016). History and Government just like other subjects, requires a teacher to prepare appropriately so as to deliver content in a way that could encourage good of the content leading to improved performance. Kizlik (2019) argued that many Kenyan classrooms are dominated by less effective teacher centred methods such as lecture method where teachers regard students as having a hole in their brains that needs to be filled with information. As a result of this, the learning process is characterized by transmission and memorization of facts given by the teacher as opposed to having a clear understanding of what is being taught (Johnson & Johnson, 2016b). This makes the content boring and demotivating, thus affecting students' achievement and motivation to learn the subject.

### **2.3 Conventional Methods of teaching History and Government in Kenya**

The most commonly used conventional teaching methods in teaching History and Government in Kenya include; Lectures, Drill and practice, Discussion, Demonstration and Question and answer method.

#### **2.3.1 The Lecture Method**

This is a teacher centred method. In a Kenyan classroom, the teacher verbally presents historical information to a passive audience. The teacher gives limited room for interruptions when teaching (Swanson, 2018). Brooks and Brooks (2017) observed that the average amount of information retained by students taught through the lecture methods is only 5 %. The use of the lecture method can be boring as the teacher is the sole giver of information and students are not given the chance to contribute to the learning. It also causes intellectual passivity and weariness of listeners because it offers limited opportunity for creativity and critical thinking. As such, the lecture method may be deemed unsuitable for teaching history and Government.

#### **2.3.2 Drill and Practice Teaching Method**

In a Kenyan classroom, drill and practice method is commonly used and puts more emphasis is on repetition of concepts learnt, use of many examples which are similar and doing daily practice especially for subjects like Mathematics. This methods helps in perfecting certain skills and ways of communicating the right information (Cheloti, 2016). Drill and Practice emphasizes on spending long periods of time on repetitive tasks, thus

making the lesson boring (Bartoli, 2016). History and Government themes taught are repeated at different levels thus causing a lot of confusion to the students. Brophy (2018) argues that this method is very useful to students as it helps them to acquire great knowledge thus able to communicate them with very few errors. This method produces rote memorization, dulls creativity and it's of little help when dealing with high order thinking skills (Kohn, 2016).

### **2.3.3 Discussion Method of Teaching History and Government.**

A discussion is largely a student centred strategy of instruction where the students are given a task to be discuss and the teacher plays a facilitative role. The teacher can put the students into groups hence giving room for a great interaction between the students and also with the teacher. Curzon (2016) argued students and teachers express their views on certain issues during a discussion and their views are taken into account. History and Government teachers may prefer to guide discussion method in order to get feedback and to engage students in the learning process (Kizlik, 2019). Students are given a task on a particular historical content and they are expected to discuss between themselves and the teacher is there to guide them where they have not understood well. However, if not well monitored, it may lead to being dominated by a few students. Some students may hide under the umbrella of discussion just to push time (Kizlik, 2019). Guided discussion may also be time consuming especially if all students in a group participate actively.

### **2.3.4 Demonstration Method**

This is one of the methods applied in the Kenyan classrooms and it involves doing and showing. The method applies sight and touch. Demonstration is a method that may be combined with verbal explanation. Demonstration encourages active participation in class as it applies almost all the senses. The teacher illustrates principles through a series of experiments (Vaidya, 2017). Teachers use demonstration to serve as focus for asking students about their own understanding of the phenomenon being studied (Boisvest, 2019). In History and Government classroom, the teacher can demonstrates how archaeological remains like stone tools, pottery vessels, and jewellery were made and used (Kramer, 2016). This method is expensive because it requires a lot of teaching materials It is also not suitable for large a class (Kizlik, 2019). Thus, demonstration is deemed unsuitable for teaching History and Government.

### **2.3.5 Question and answer Method**

This is also called Socratic Method. In this, the teacher poses a question and the students' are given the opportunity to respond. In some instances, students are free to ask their teachers questions for clarification purposes (Curzon, 2016). In History and Government class, teachers should ask questions of historical significance and the students are expected to respond. If a student gives the right answers, they should be appreciated by the teacher. Where a student gives a wrong answer, the teacher gives the chance to another student to attempt and finally gives the correct answer for clarity. This method is useful as it promotes critical thinking among the teacher and the students.

## **2.4 Influence of Conventional Teaching Methods on Achievement and Motivation**

This study examined not only effects of cooperative learning strategy but also the link between conventional teaching methods on achievement and motivation students. The subsequent paragraphs explore the association between conventional teaching methods and students' achievement and motivation.

### **2.4.1 Students' Achievement**

Achievement refers to a person's success attained through effort and skill which can be assessed by means of a testing instrument (Ames, 2016). Students' achievement in History and Government nationally has continually decreased over the years. The highest overall score was 43.72% in the year 2016 and the least score being 40.06% recorded in the year 2019 (KCSE, 2019). In Baringo Central sub-county where this study was carried out, students' performance in History and Government is also poor. The highest overall score was 38.45% in the year 2016 and the least score being 34.36% recorded in the year 2017 (KNEC, 2017). There is need to investigate the reasons behind the dismal performance in the subject and suggest means of improving the results. It should be noted that students' enrolment in History and Government nationally and in Baringo central sub-county has been increasing yearly.

Kizlik (2019) argued that use of conventional teaching methods such as lecture method where teachers regard students as having a hole in their brains that needs to be filled with information are commonly used. As a result of this, the learning process is characterized by transmission and memorization of facts given by the teacher as opposed to having a clear understanding of concepts taught Johnson and Johnson (2016a). This makes the content boring and demotivating, thus affecting students' achievement and motivation to learn the



subject. The use of discussion method may lead to a domineering attitude by some students thus affecting the motivation of some to learners. Some students may also hide under the umbrella of discussion just to push time (Kizlik, 2019).

The use of the lecture teaching method negatively influenced students' performance, thus supporting the argument that a method such as this, where it is focused on one-way communication (teacher to students) with little or no active learner participation needs to be changed. The strategy may not be appropriate for students because it is difficult to maintain their interest and concentration, so making learning. Guided discussion may also be time consuming especially if all students in a group participate actively. Under conventional teaching methods, the teaching and learning of the subject puts more emphasis on cognitive knowledge where students are expected to read their notes and produce what they have read in examinations (Shiroya, 2017). This has led to a negative attitude towards the subject as students are not seeing any relationship between what they are learning and real life issues and problems like corruption, tribalism and democracy.

A steady decline in academic achievement in History and Government is of deep concern to many thus the need to come up with the best strategies to address the problem (MOE, 2017). KNEC (2018) reports that, there is need for proper teaching of History and Government in secondary schools so that students' achievement can improve. This would make the candidates admission into History and Government related courses easy. Teaching methods being used needs to be improved and appropriate teaching strategies employed. Therefore, employing proper strategies of teaching History and Government is very necessary to enhance students' achievement and motivation towards the subject. The methods of teaching History and Government in Kenya do not differ widely from the methods used in the teaching other subjects. History and Government just like other subjects, requires a teacher to prepare appropriately so as to deliver content in a way that could encourage good understanding of the content by the student's hence good performance.

Curzon (2016) argues that teaching strategies like problem based learning, Cooperative Learning Strategy and guided instruction can influence students' achievement and motivation more positively than others. Cooperative Learning Strategy is one of the most recommended strategies that can be used to improve student achievement in any classroom (Bredehoft, 2019). Researches has shown that cooperative learning strategies can be utilized to promote deeper understanding of the subject content. Educators can use various aspects of cooperative learning along with their instructional techniques to enhance learning in a classroom thus better results in higher student achievement (Edwards & Stout, 2016).

### **2.4.2 Students' Motivation**

Slavin (2017a) defines motivation as a drive that impels a person to willingly use his energy to satisfy a need or a goal. The author further notes that having positive a motivation increases individual energy level and directs attention towards tasks that need to be done. Lowman (2018), outlines two major types of motivation: extrinsic and intrinsic motivation. Intrinsic motivation is a drive that comes from within an individual e.g. curiosity and competence. Extrinsic on the other hand comes from outside a person

Slavin (2017a) argues that students' needs to be motivated before attention is paid to what the teacher is going to teach because learning outcomes depends not only on the learning environment but also learners 'motivation. Students' lack of motivation to learn can be partly explained by the inappropriate choice of teaching activities that are appropriate to the nature of the subject but also to the individual characteristics of the students and their learning styles. Based on the overview of the available research, it can be concluded that students achieve greater achievements when teaching in ways that are tailored to their preferred learning styles (Lepper, 2016).

If a student develops a negative attitude towards a subject or dislikes a teacher, their motivation to learn will also be affected and this may lead to poor performance in that particular subject (Goldberg et al., 2016). The author further asserts that teachers who discriminate and use humiliating language on their students negatively affects their motivation to learn. On the other hand, teachers who treat their students equally with love and kindness and lot of encouragement tend to positively arouse students' motivation to learn (Weiner, 2019).

Deci and Ryan (2017) argues that the use of different teaching methods positively increases motivation to learn as students are actively involved in the learning activities thus preventing them from getting bored. Bandura and Schunk (2016) argued that students' internal motivation increases when they are given full control to learn as opposed to when the teacher has full control on what they are expected to learn. Nichols and Miller (2017) contends that when students' see a relation between what they are learning and their everyday life, they get motivated learn and achieve their goals (Lepper, 2016). The author further reports that where students are well enlightened on the role played by their subjects in solving day to day challenges in the society, they are more likely to develop more interest and attention towards that subject.

Felner (2017) observes when too much information is given to the students with a lot of seriousness, their motivation to learn the subject is negatively affected but where students are

actively involved in the learning process with lots of fun and freedom, their motivation to learn the subject is highly improved. The author further notes that, when students are actively involved in extra-curricular activities like games with enough time to take a rest, their motivation is highly improved as their minds and mood get refreshed each time. Cauce (2017) argues that when teachers' sets a difficult exam and students perform poorly continuously, their motivation to learn the subject is negatively affected. It is therefore important for teachers to set an exam that takes into consideration ability of all the students. Wang et al. (2016) argues that students who are highly motivated show high achievement in their academic performance while lowly motivated students recorded very poor achievement. Unmotivated students do not put up the necessary effort to learn while highly motivated students do this and are more determined to achieve their goals (Santruck, 2017).

Motivation may manifest itself in learners' interest in classroom participation which may in turn influence achievement. Learners who are interested in a lesson are more attentive, misbehave less and consequently are more likely to learn something (Lepper, 2016). Support from parents, peers, and teachers goes hand in hand with students' willingness to learn (Wang, 2016). Teachers who show interest in students learning by helping with specific tasks taught in school and encouraging them to work hard contributes positively to students' motivation. Wang et al. (2016) also report that parents who are more concerned with their children by providing all that is required and attending parents' meetings also influence motivation to learn. Family issues like divorce, Loss of parents, domestic violence, drug and substance abuse among others can result into poorer academic performance and low motivation as students mind gets engaged in other issues instead of focusing on learning (Bandura & Schunk, 2016). The author further asserts that in an environment where students are involved in conflicts' among each other, their motivation is highly affected as they undergo psychological problems like stress, anxiety and depression among others. Dicintio and Gee (2016) argues that individual goals in life and presence of people to emulate influence motivation to learn. Students who want to achieve certain goals in life tend to put more efforts and time in order to achieve them.

Dicintio and Gee (2016) outlines some of the ways in which teachers can motivate their students to learn as follows:

- i. Teachers should encourage students to be free with their teachers and share their responses and ideas without fear.

- ii. Teachers should return assignments and test papers to students as soon as possible as this will focus their attention on those areas they did well and areas of weakness. Feedback should be immediate for it to be effective.
- iii. Teachers should pay attention to the strengths and limitations of each of the students and capitalize on them to improve on areas of weakness and improve better on areas they are doing well.
- iv. Teachers should always know their students by name and use their names as often as possible as this captures the students attention hence do their best because they known by the teacher hence will not wish to disappoint.
- v. Teachers should encourage interaction among students where students are encouraged to express their opinions and thoughts and are able to have an open discussion with their teacher.
- vi. Teachers should add fun into the learning process to arouse their interest to learn. This can be achieved by giving out personal experience, stories, moving round the class while teaching and varying their tone.
- vii. Teachers should vary their instructional strategies and encourage student strategies as much as possible as this arouses students' interest and makes them more engaged.

### **2.4.3 Student Achievement by Gender**

Gender refers to the social meanings associated with being a male or a female, including the construction of identities, expectations, behaviour, power and relationship that derive from social interactions (Iwuchukwu, 2016). KNEC (2019) reveals that male candidates performed better in History than female candidates for the last four years in KCSE examinations. In 2014, female candidates had a mean percentage of 39.67% while their male counterparts had 42.69%. In the year 2015, female and male candidates mean percentage were 42.69% and 43.79% respectively. In 2016, female candidates had a mean percentage of 43.67% while their male counterparts had 44.69% while in the year 2017, it was 38.77% (girls) and 42.79% (boys) respectively. Also in the year in 2018, the boys did better than girls, the female candidates had a mean percentage of 39.67% while their male counterparts had 42.69%. Similar trend was also witnessed in the year 2019 where the male had a mean percentage of 40.02% while the female counterparts had 38.69%. KNEC (2018) report revealed that male candidates continue to perform better than female candidates in History. KNEC however does not account for this difference. Such disparities may likely be caused by differences in teaching methodology, motivation and attitude among many other factors.

Conventional teaching methods have disadvantaged one gender over the other as Boys have been performing better than girls in History and Government in KCSE over the years.

On average, the performance of girls' on verbal fluency and reading is higher than that of boys while boys on the other hand rate higher on arithmetic activities, problem solving issues and physical abilities (Castello, 2016). The author further argues that girls do not answer questions as quickly as boys not because they do not know the answers, but because their socialization does not allow them to take the risk of being wrong. Boys on average tend to take an active role in a class discussion sometimes even if not called upon, or even if they do not know as much about the topics as others in the class (Sadker & Swanson, 2018). When working on a project in a small group, boys have the habit of ignore girls' comments and contribution to the group thus lowering the girls' self-esteem (Davis & Tannen, 2017).

Kelly (2016) observes that teachers give more attention to boys than girls and that boys are more talkative thus providing better learning opportunities. Teachers often intend to interact with both sexes equally, but end up being close to the boys. Due to boys' assertiveness, teachers' attention is captured to monitor what they are doing (Measor & Sykes, 2019). Also due to boys' nature of getting into problems, teachers find themselves interacting with them so as to keep them focused on their group work (Erden & Wolfgang, 2017). The use of praise and criticism differently to boys and girls can also contribute to difference in performance. Golombok and Favas (2016) argues that teacher tend to praise boys more when they give the right answers while criticize girls more when they give the wrong answers. Delamont and Castello (2016) points out that teachers tends to overlook wrong answers given by boys, but with girls, they tend to overlook right answers. As a results to differences in achievement between boys and girls because this makes boys knowledge seem more important.

A review of gender based study carried out by Brandy (2019) in New Zealand showed that boys performed better compared to girls in History national examinations. The authors attributes the discrepancy to negative attitude towards the subject among girls. Tyson's (2017) reports that boys achieved higher scores than girls in History achievement tests. The author attributes the discrepancy to the use of teacher centered strategies where students' participation in the learning activities is minimal thus negatively affecting their motivation to learn the subject. Gender differentials in the performance of History in favour of the male child has also been noted over the years in History examination in Canada (Robinson, 2017). However, another study by Armstrong (2016) in Senegal, showed that gender differentials in the performance in History among boys or girls. Further Blithe (2017) disclosed that boys and

girls showed similar level of academic achievement in History throughout the junior school but at the end of senior school, boys performed better than girls.

In Kenya, gender difference in the performance in History and Government in favour of the male child has also been noted over the years in KCSE examinations. Ayoo (2018) attributes poor performance in the subject among the girls to; poor attitude towards the subject, the use of teacher centred methods and gender stereotypes. Davies and Tannen (2016) argues that boys and girls achieve almost at similar levels at primary school level but disparities arise once they move to high school. The author further argue that it is at high school level where students are given the freedom to select their subjects of study. Boys have shown preference for science related subjects while girls have shown an inclination towards arts subjects. Nasibi (2015) reports that boys are more motivated to learn History and Government than the girls while the girls have shown more motivation to learn Christian Religious Education subject. This has led to more boys choosing History and Government while girls choose Christian Religious Education. As a result of this disparity in subject preference, boys have shown better results in History and Government in KCSE over the years.

An alternative strategy that has been found to contribute more effectively to students' achievement and motivation is cooperative learning strategy. The use of cooperative learning have been shown by research to have a positive impact on students' achievement and motivation compared to conventional teaching methods.

## **2.5 Importance of Cooperative Learning**

Cooperative Learning Strategy can be used to improve students' academic achievement and motivation in any classroom (Bredehoft, 2019). Research has shown that where Cooperative learning strategy has been correctly utilized, students have attained deeper and easy understanding of the subject content. Robyn (2016) argues that use of Cooperative Learning Strategy can result in better motivation and achievement compared to conventional teaching methods.

According to Morton (2016), he contends that working in small groups of not more than five members allows students of low ability to learn from those of high ability as they interact freely among themselves thus improvement in students achievement among all the students. Johnson and Johnson (2016c) reports that Cooperative Learning Strategy helps to develop positive attitude between the students and teachers as they get to interact freely due to the open line of communications. Students are free to express their opinions and ideas among

themselves and their teacher and this has greatly improved students motivation to learn. The teacher and the student get more involved at a personal level hence an opportunity to know each other better and socialize on a professional level (Lowman, 2018). As the teacher moves around to ensure that members in a group are using the technique well, students get the chance to ask questions and the teacher responds hence enhancing interaction between the two sides. Goldberg et al. (2016) reports that a friendly, kind, understanding, warm and supportive teachers is more popular among students and students get better results.

Adrian (2018) notes that Cooperative Learning Strategy also helps improve students' social skills as they learn to express their opinions and thoughts on certain issues raised by the teacher. By working together as a team, students improve their communication skills as they learn to listen and put their ideas across to one another. Collaborating in this way brings them together as a class leading to overall better social relations and an improvement in motivation to learn. At the end of the day, the students grow socially and academically and everyone succeeds when the group succeeds thus minimising unnecessary competition. Johnson and Johnson (2016b) claims that as the students interact more, they learn to be friends and provide each other with greater social support. Again students are grouped into small groups and trained on social skills which is very key for them to work as a team and tackle day today problems.

Cooperative Learning Strategy also helps to enhance student's self-esteem and feeling more confident in their abilities (Meier & Panitz, 2017). When students work together as team, they get the chance to discover their strengths and weaknesses and find ways to better themselves. Students in their respective groups get the chance to share their opinions and thoughts hence feel part of the whole group as their opinions are respected. When students are actively involved in their respective groups, they develop leadership skills as each one has a role to lead in their respective groups. Cooperative Learning Strategy increases personal responsibility as students learn to be responsible with their assigned work leading to overall improvement in academic achievement. Edwards and Stout (2016) argues that each student has to perform their duties diligently as the success of the group depends on the efforts of all the members because they provide support for each other's learning. The use Cooperative Learning Strategy can also help improve students' level of thinking as they learn to challenge each other idea's until they reach a conclusive decision (Hancock, 2016). It should however be noted that the use of Cooperative Learning Strategy is time consuming and if not properly facilitated, cases of noise making and dominance by some students may be rampant. Besides

its use may receive resistance and hostility from students who believe that they are being held back by their slower teammates who are less confident (Karan, 2016).

Studies carried out in the past has shown that Cooperative Learning Strategy enhances students' academic achievement compared to conventional teaching methods since students taught through Cooperative Learning Strategy had higher HGSAT scores than those taught through conventional teaching methods. This therefore implies that the use of Cooperative Learning Strategy can be effective in improving students' academic achievement in History and Government compared to conventional teaching methods.

Cooperative Learning Strategy also enhances students' motivation to learn compared to conventional teaching methods since taught through Cooperative Learning Strategy had higher scores on HGMQ than those taught through conventional teaching methods. This therefore implies that Cooperative Learning Strategy can be effective in motivating students to learn compared to conventional teaching methods.

## **2.6 Strategies of implementing Cooperative Learning**

Cooperative learning strategy involves grouping students into groups of not more than five members and they are required to work on certain tasks collectively towards a common academic goal (Deutsch & Smith, 2016). Cooperative learning is not all about arranging students into groups but more of structuring a positive independence. Under this strategy, students make the most of one another's ideas and skills as they discuss concepts. While having the discussion, the teacher facilitates what they are doing thus making the approach learner centred. At the end of the lesson, the teacher carries out an evaluation and where a group succeeds, everyone in the group is part of the success (Ross & Smyth, 2016).

Brown and Ciuffetelli (2018) proposed five key elements of Cooperative Learning Strategy as follows:

- i. **Positive Interdependence:** Members in a group depend and complement each other thus more emphasis is on "we" instead of the "me" perspective.
- ii. **Individual Accountability:** This is where every member in the group has a role to play for the success of the whole group. This is very crucial for cooperative learning because each student is responsible for to work on their assigned area.
- iii. **Collaboration:** During cooperative learning lessons, students acquire social skills and as the interaction increases, the students develops a sense of responsibility and social solidarity.



- iv. **Monitoring:** During cooperative learning lessons, the teacher observes the groups to see if they are doing the work given and to ensure they are using the technique well.
- v. **Processing:** Evaluation is done at this stage to assess the strengths and weaknesses in respective groups and come up with ways to improve in the next learning.

This is a crucial stage because it helps to ascertain whether the objectives set have been achieved and come up with future plans in order to achieve better results in the future (Johnson & Johnson, 2016b). Deutsch and Smith (2016) argue that evaluation should be done when students have shown improvements on areas of weakness.

There are many techniques of Cooperative Learning strategy that have been created over the years. Some of the commonly used techniques include think-pair-share, three-step interview, Jigsaw, Jigsaw II, Reverse Jigsaw and Inside-Outside circle

Think-pair-share is a technique developed in the year 2001 by Frank T. Lyman. In this technique, the teacher poses a question to the students who are thereafter given the opportunity to reflect on it. The students have the choice to note down their thoughts on their books or just brainstorm them in their heads. They are then allowed to pair with their peers and discuss their thoughts. Following this pair dialogue, the teacher then seeks the response from the whole group. This technique is advantageous because the teacher can call on anyone to give the answers as they already have an idea on the question at hand. This technique is of great importance because students are given the time to brainstorm their answers before responding (Karan, 2016).

Jigsaw is a technique where students are divided into two groups, home and expert groups. The students in the home group are each assigned a different topic. They are then allowed to move to the expert group with their assigned topic. In the new group, they discuss their assigned topic together then return to their home group. Once back in their home group, each student is accountable for teaching his or her assigned topic to the rest of the members.

The Jigsaw II technique was developed by Robert Slavin in 2000. In this technique, the same material focusing on different portions of the material is assigned to members of the same group. Each member is required to get answers to his or her question and make a summary on the findings. Once each member becomes an expert on his/her assignment portion, they meet with other experts from different teams who have studied the same selection, to discuss their findings. When they return to their Home Groups, they take turns teaching team mates about the section they have studied. The teacher then assesses the mastery of the overall topic.

The Reverse Jigsaw was developed by Hedeem (2003). This technique differs from the others Jigsaws as the students in the expert groups are required to teach the whole class rather than return to their home groups to teach the content.

The Inside-outside circle is a technique where students form two circles and take turns on rotation to face new partners to answer or discuss the teacher's questions. This method can be used to gather information, come up with new ideas and solve problems (Murie, 2014).

The Three –Step Interview was developed by Kagan (2003) in the 2000. This technique is mainly composed of question and answer sessions where one student is the interviewer and another is the interviewee. However, there is a third student who is actively listening and taking notes during the interview. The teacher poses a question and students are required to express their thoughts on what they think. This technique enhances students' critical thinking skills and arouses interest in to learn.

The Reciprocal Teaching was developed by Brown and Paliscar (2019). In this technique, students are allowed to pair and are required to have a discussion about a text where partners take turns reading and asking questions concerning the text and receiving immediate feedback. Thus, students learn from each other. This strategy enables the students to apply skills like clarification, questioning, prediction and summary.

Although there are many techniques of Cooperative Learning Strategy, think-pair-share, three-step interview, reciprocal teaching and Jigsaw II were used in this study. These techniques of Cooperative Learning Strategy deemed appropriate for the teaching of History and Government in a classroom setting. Cooperative Learning Strategy was used two times per week on the topic “constitution and constitution making process” for a period of four weeks. In the first and second week, simpler techniques of Cooperative Learning Strategy like think pair share, reciprocal teaching and three-step interview were used and eventually build up to more complex forms of cooperative learning techniques like jig saw ii in the third and fourth week.

Nesbit and Rogers (2017) recommend that for effective implementation of Cooperative Learning Strategy, teachers should applying less complex techniques before proceeding to the more complex ones. The author further recommends that teachers who are implementing cooperative learning techniques with their students for the first time, should start with one cooperative learning technique before introducing others.

Anderson and Palmer (2018) argued that it is wise to help students understand what Cooperative Learning Strategy is all about and what they think before its introduction. It is therefore very important that teachers intending to use this strategy should inform the students

how the strategy works. Steinbrink and Jones (2017) notes that it is important to use small groups of not more than five members while using Cooperative Learning Strategy for it to be effective to the students. While placing students in respective groups, Students' academic abilities should be considered. This will make it possible for students to help each other thus the success of all the group members. Teachers should also ensure that their classrooms are well structured and well planned for a successful implementation of these techniques. Above all, teachers need to have an excellent mastery of the subject content and be well updated on how to use the techniques under Cooperative Learning Strategy (Bredehoft, 2019).

Nesbit and Rogers (2017) stress the following skills when setting the rules for effective implementation of Cooperative Learning Strategy:

- i. The answers should be clearly stated to all the group members.
- ii. The students should Criticize ideas, opinions and answers but not fellow group members.
- iii. Everyone should be given an equal chance to participate in the group.
- iv. The students should have one on one interaction with their teachers
- v. The leader of the group should respect respects self and others.
- vi. All the other members should listen while another member is speaking.
- vii. There is no room for arguing, all opinions are discussed and honoured.
- viii. There should be no side conversations during the learning session and members should talk quietly.
- ix. Praise should be given when members make correct contributions.

There is a close relationship between the Cooperative Learning Strategy and Competence Based Curriculum. Cooperative Learning Strategy is a strategy where students are placed students into groups of not more than five members and they are required to work on certain tasks collectively towards a common academic goal (Deutsch & Smith 2016). Competence Based Curriculum is a type of curriculum which puts more emphasis on acquiring, developing and applying practical skills and competencies to real life situations (Bell, 2017). The following as some of the relationship between Cooperative Learning Strategy and Competency Based Curriculum;

- i. Both are student centred where learners take part in the learning process. They aims at achieving involvement of the student in the entire course of lesson. It involves use of questions and questioning method.
- ii. In both, students are the makers of meaning and knowledge. They involves investigating, imagination and inventing new ideas. They involves reflecting and

making associations with prior knowledge to reach new understanding and conclusions.

- iii. Both provide flexible education pathways for nurturing the interests of students
- iv. Both seeks to develop students' ability to communicate and collaborate, self-efficacy, creativity and imagination, critical thinking and problem solving skills so that all learners can thrive in the 21<sup>st</sup> Century.
- v. Both involves collaborative and interactive, working as individuals, pairs, in groups and as a whole class. Students are also allowed have discussions and share their experiences, opinions.

## **2.7 Theoretical Framework**

This study was guided by social interdependence theory which was first developed by Kurt Koffka in 1900s. The theory branched from cooperative learning theory which is based on two theories: structure process outcome theory and social interdependence theory. Kurt Koffka proposed that social interdependence between members in a group could differ (Archer, 1920). Kurt Lewin refined Kurt Kuffka proposal in 1920s by proposing that social interdependence exists when members in a group depend on each other as they work on a common goal (Brewer, 1978). Kurt Lewin further proposed that a change in the state of any member changes the state of another member. In 1949, Morton Deutsch improved on Kurt Lewin work by proposing that social interdependence exists as the outcomes of an individual are affected by others' actions (Aronson, 1978). Johnson and Johnson (2016a) notes that there are two types of social interdependence: positive interdependence and negative interdependence. Positive interdependence exists when the actions of an individual promote the attainment of joint goals while negative interdependence exists when the actions of an individual obstruct attainment of common goals.

When Schultz (1989) first used the social interdependence theory under cooperative learning in his German class, he felt very disappointed as students showed lack interest in learning the subject. He noted students were not ready to accept change as they were used doing their own work individually as opposed to working as group thus obstructed attainment of common goals. He realized that it would take time to adjust to the new environment and work together as a team because students are used to receiving information from the teachers directly as opposed to searching for information themselves. Slavin (2017b) observed that working as a group, all the members must work together and make positive contribution for the success of the group. Another outcome of this theory is that it enhances student's self-

esteem thus arousing the confidence to make their contribution towards the group (Meier & Panitz, 2016). Social interdependence theory improves students' social skills as they learn to express their opinions and thoughts on certain issues raised by the teacher. By working together, students learn more effective communication and interpersonal skills as they listen to each other and resolve conflicts. As members perceive their common goals, a state of tension arises that motivates movement toward the accomplishment of the goals.

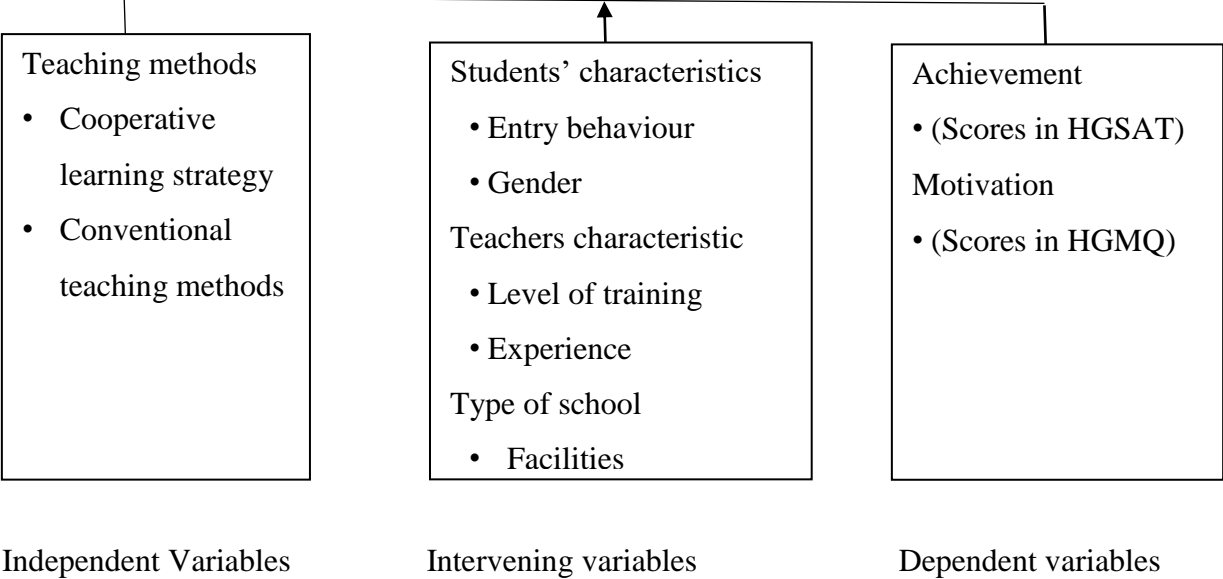
However, the use of this theory has many limitations. Sharan (2017) opines that the theory is constantly changing thus teachers get confused and lack complete understanding of the theory. Furthermore, the theory is too wide and thus cannot be used effectively in many situations. Its use is also time consuming and if not properly facilitated, cases of noise making and dominance by some students may be rampant. Also its use may receive resistance and hostility from students who believe that they are being held back by their slower teammates who are less confident (Lucker, 2018). This theory is appropriate for the study because how participants' goals are structured determines the ways they interact and the interaction patterns determine the outcomes of the situation.

**2.8 Conceptual Framework**

The purpose of this study was to investigate the effects of Cooperative Learning Strategy on students’ academic achievement and motivation in History and Government in co-educational secondary schools in Baringo central sub county. The relationship between the study variables are depicted in Figure 1.

**Figure 1**

*Conceptual Framework showing relationship among Variables*



Cooperative Learning Strategy together with conventional teaching methods were treated as the independent variables in this study while achievement and motivation were the dependent variables. Under ideal conditions achievement and motivation to learn History and Government were dependent on teaching methods. Students' achievement and motivation may also be influenced by students' characteristics such as entry behaviours and gender. Teachers' characteristics such as level of professional training and experience may determine the teaching strategy a teacher uses and how effective the teacher used it. School characteristics especially facilities may also influence students' achievement and motivation. Co-educational schools were also selected to control the effect of the environment. These factors are therefore treated as intervening variables and their effect was controlled by selecting students with similar academic abilities, selecting schools with almost the same facilities and involving teachers with a minimum qualification of a degree in education and with more than three years teaching experience.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides a description of the methods and procedures that were followed in conducting the research. It includes the research design, location of the study, study population, sampling procedure, sample size, the instruments used, validity and reliability of the research instruments, data collection and data analysis procedures and finally ethical considerations that guided the study.

#### **3.2 Research Design**

This study employed a quasi-experimental design specifically Solomon Four Non-Equivalent control group research design. The design was appropriate because Fraenkel and Wallen (2000) argue that once Kenyan secondary schools classes are constituted they exist as intact groups and school authorities do not normally allow them to be broken up and reconstituted for research purposes. The selected classes were assigned to the experimental and control groups respectively (Creswell, 2014). This design helped to achieve the following purposes: to assess the effect of experimental treatment relative to control conditions and to assess the effect of pre-test relative to post -test (Mugenda & Mugenda, 2003). The use of pre-test also allows the researcher to measure between group differences before exposure to the intervention. This could substantially reduce the threat of selection bias by revealing whether the groups differ on the dependent variable prior to the intervention (Fraenkel & Wallen, 2000). The choice of methodology was informed by the nature of research objectives and research questions. Approaches used by other researchers in studies with similar objectives and research questions were also considered. Research from some discipline often follow a common methodological approach or set of approaches. It does not require us to adopt them but they should be used to evaluate their merit for research benefit. The Solomon Four non-equivalent group design is illustrated on Figure 2.

**Figure 2**

*Solomon Four Non-Equivalent Control Group design*

Group	Pre-test	Treatment	Post-test
E <sub>1</sub>	O <sub>1</sub>	X	O <sub>2</sub>
.....			
E <sub>2</sub>	-	X	O <sub>3</sub>
.....			
C <sub>1</sub>	O <sub>4</sub>	-	O <sub>5</sub>
.....			
C <sub>2</sub>	-	-	O <sub>6</sub>
.....			

Source: Fraenkel and Wallen (2000)

Key:

E<sub>1</sub>- Experimental group one

E<sub>2</sub>- Experimental group two

C<sub>1</sub>- Control group one

C<sub>2</sub>- Control group two

O- Indicates observations

X - Indicates treatment

Figure 2 shows four groups of participants, the Experimental group one (E<sub>1</sub>), the Experimental group two (E<sub>2</sub>), the Control group one (C<sub>1</sub>) and the Control group two (C<sub>2</sub>) were used. Groups E<sub>1</sub> and E<sub>2</sub> formed the experimental groups which received treatments (X), while C<sub>1</sub> and C<sub>2</sub> were the control Groups without treatment. Groups E<sub>1</sub> and C<sub>1</sub> received pre-test (O<sub>1</sub> and O<sub>4</sub>), while O<sub>2</sub>, O<sub>3</sub>, O<sub>5</sub> and O<sub>6</sub> represents the post-test which were administered to all groups. The dotted line implies involvement of intact groups. The experimental treatment were taught through Cooperative Learning Strategy while the control groups C<sub>1</sub> and C<sub>2</sub> were taught through the conventional methods.

### **3.3 Location of the Study**

The study was carried out in Baringo central sub-county. It is one of six constituencies in Baringo County. The constituency was established for 1966 elections. Kabarnet is the largest town located within this constituency. Daniel Arap Moi served as the MP from 1966 until his retirement in 2002. The dominant ethnic groups in Baringo Central Sub County are



the Tugen. The sub county was purposively selected owing to relatively poor performance in History and Government in KCSE examinations. Baringo central sub-county has been recording low scores in History and Government over the last four years in KCSE compared to other sub-counties of Baringo. The sub-county was also selected because limited studies on the effects of cooperative learning strategy has been done in the area and due to easy accessibility of the schools. The area also has all categories of schools including National, County and Sub County. The sampled schools were accessible from Kabarnet town by tarmac roads thereby providing convenience for the researcher to monitor the study. There was limited research done in this sub-county on the effects of Cooperative Learning Strategy on students' achievement and motivation to learn History and Government. This study intends to fill this particular gap in this sub-county.

### **3.4 Population of the study**

The target population comprised of secondary school students in Baringo central sub county while the accessible population was Form Two students in co-educational sub-county public secondary schools in Baringo central sub-county which was 1014 students. Students admitted to these schools have similar academic qualifications based on KCPE performance (CEO Baringo, 2020). Besides students in this category of schools are more likely to represent population of students with average academic ability as opposed to those in National and County schools whose performance at KCPE is well above average. The study focused on Form Two History and Government students in co-educational sub-county public secondary schools in Baringo central sub-county. The study involved Form Two students since the topic selected is usually covered in Form Two as scheduled in the KICD syllabus. Moreover, at this level students are supposed to have covered adequate History and Government content on “constitution and constitution making process”. Besides, at this level, History and Government is compulsory. At this level also, the students were assumed to have developed a stable internal motivation to learn History and Government after their exposure to the subject for one year. These conditions were necessary to allow for manipulation of intervention and determine the effect of the treatment on students' academic achievement as well as their motivation to learn History and Government

Co-educational sub county public secondary schools were used since most schools in the sub-county fall in this category. Generalization of the findings was therefore narrowed to co-educational sub-county public secondary schools in the country. The study focused on Form Two topic on “constitution and constitution making process”. The selection of this

topic is applicable to current adoption of better pedagogical skills to enhance teaching and learning institutions for the betterment of academic achievement and in acquisition of skills and knowledge. The topic was chosen for the study since it provides the students with pre-requisite knowledge needed for understanding of a related topic in form three; Political Development and the struggle for independence in Kenya (1919-1963). It is also at form two level where the basic concepts on “constitution and constitution making process” are extensively taught and repeated in Form Three and Form Four. The topic “constitution and constitution making process” is therefore a representative of the entire History and Government syllabus. The topic therefore is enough to make a generalization about the performance in History and Government.

**Table 5**

*Form two enrolment in Co-educational sub-county public secondary schools in Baringo Central sub-county as at 2020*

School	Boys	Girls	Total
1.Secondary school A	35	33	68
2. Secondary school B	32	20	52
3. Secondary school C	28	20	48
4. Secondary school D	44	33	77
5 Secondary school E	40	39	79
6. Secondary school F	36	28	64
7. Secondary school G	42	32	74
8. Secondary school H	37	24	61
9. Secondary school I	35	26	61
10. Secondary school J	45	25	70
11. Secondary school K	30	25	55
12. Secondary School L	29	22	51
13. Secondary School M	25	24	49
14.Secondary School N	30	25	55
15.Secondary School O	20	28	48
16.Secondary school P	26	28	54
17. Secondary School Q	25	23	48
Total	559	455	1014

Source: County Education Office (2020)

Table 5 shows form two enrolment in co-educational sub-county co-educational public secondary schools in Baringo central sub-county which is 1014 students. A sample of four selected co-educational schools in the sub-county was obtained out of 16 co-educational secondary schools. Pseudonyms was used to refer to the schools instead of real names to protect identity of the school.

### **3.5 Sampling Procedures and Sample Size**

This study involved co-educational public secondary schools because they were the majority in Baringo Central Sub-County as they account for 60% of all schools in Baringo central sub-county. Their performance has also been poor. Co-educational sub-county schools were sampled to avoid excessive stratification that results in complexities that stem from logistics involved in handling many schools in quasi-experimental designs. The unit of sampling was secondary school rather than the individual students because secondary schools exist as intact groups (Borg & Gall, 2018). This therefore means that, each school was considered as one group. The list of co-educational sub county public secondary schools in Baringo Central Sub-County formed the sample frame. Purposive sampling technique was used to select four co-educational Sub-County public secondary schools from a frame of seventeen co-educational Sub-County public secondary schools in Baringo Central sub-county. The four schools were randomly assigned to treatment and control groups. Each school provided one Form Two class for the study hence a sample size of 158 students. Purposive sampling allows a researcher to use groups that have the required information with respect to the objectives of his or her study (Mugenda & Mugenda, 2003).

In the sampling process, a list of all Co-educational sub-county public secondary schools in Baringo Central sub-county was obtained from the County Education Office (CEO). Preliminary information on these secondary schools was collected on the following areas:

- i. History and Government teachers' qualification and experience
- ii. Students enrolment and number of streams in each school; Form 2 composition (number of girls and boys) in each class 45
- iii. Number of co-educational schools in each category; whether national, provincial, district.
- iv. Students' ability at KCPE Level based on the performance in science and also the grand total of each student.

Based on the preliminary information collected, a provisional list was drawn and the schools visited to ascertain that they are suitable for the study. During the visits, the researcher interviewed head teachers and respective History and Government teachers to obtain information on their experience and qualification as well as the much they have done in terms of syllabus coverage in form two History and Government classes. Schools with the same characteristics in terms of resources and entry behaviour were selected. Teachers with three years' experience and above were considered for this study. A final list of schools that qualified for sampling was drawn. Four Co-educational sub-county public secondary schools were obtained from this sample to participate in the study. The selected schools were then randomly assigned to experimental and control groups.

Simple random sampling technique was employed in selecting the participating schools in cases where the sampled schools had more than one stream (Mugenda & Mugenda, 2003). Simple random sampling technique gave the researcher the four schools that was needed in the study.

**Table 6**

*Distribution of students Sample by Teaching Method*

Group	N
Control (C1)	45
Experimental (E1)	38
Control (C2)	35
Experimental (E2)	40
Total	158

Table 6 shows a total of 158 Form Two students from the four co-educational sub-county public secondary schools participated in the study. According to the Ministry of Education (2018) regulations, the average number of students in Kenyan secondary school classes is 45.

### **3.6 Instrumentation**

Data for this study was collected using History and Government Student Achievement test (HGSAT) and History and Government Motivation Questionnaire (HGMQ).

### **3.6.1 History and Government Student Achievement test (HGSAT)**

History and Government Achievement Tests (HGSAT) on “constitution and constitution making process” was used to collect data on students’ academic achievement. Questions on “constitution and constitution making process” is divided into two sections, the first section covers aspects on History while the second section covers aspects on Government. The Test was constructed by the researcher based on past KCSE History and Government questions. The questions were moderated by two History and Government teachers. It comprised of short answers questions. They were structured in a way so as to start with those of low order thinking and progress to more complex ones. These items tested knowledge, retention and application of learned material. The items were be scored differently with the lowest score being zero mark and the highest one mark. The test carried a total of twenty three (23) marks and the same test was used for pre-test and posts test for easy comparison. It was first administered as a pre-test to one experimental group and one control group. It was used to assess student’s prior knowledge. The items in the achievement test were rearranged and then administered as a post-test to all groups after the treatment.

### **3.6.2 History and Government Motivation Questionnaire (HGMQ)**

History and Government Motivation Questionnaire (HGMQ) adapted from Wachanga (2005) was used to capture data on students’ motivation to learn History and Government topic on “constitution and constitution making process”. The questionnaire had sixteen (16) items that were on a five point Linker Scale ranging from Strongly Agree to Strongly Disagree with a scale of one to five respectively. Items were scored (5) for highest score while (1) was assigned for the lowest score. Questionnaire provides a fast way of obtaining data compared to other types of instruments.

### **3.7 Cooperative Learning Module (CLMO)**

A Cooperative learning module (CLMO) which served as a teaching kit, was developed by the researcher. The CLMO aimed at organizing classroom activities into academic and social learning experiences. The study considered History and Government teachers teaching form two with three years and above teaching experience. Four teachers from the four sample schools participated in the study. Teachers in experimental group underwent a two weeks training on how to use the module in teaching. This module covered eight lessons in four weeks by the experimental group teachers. The experimental group were taught this eight lessons using Cooperative Learning Strategy. The control group was taught the same content

for same duration of time but using the Conventional teaching methods. Upon the expiry of the eight lessons, History and Government Student Achievement post- test was administered to both experimental and control groups and the scores recorded and coded by the researcher.

### **3.8 Validity of Research Instrument**

Validity is an indicator of how an instrument measures what it is supposed to measure (Kombo & Tromp, 2006). History and Government Student Achievement Test (HGSAT), History and Government Motivation Questionnaire (HGMQ) were examined for content and face validity by a team of social science research experts from the Department of Curriculum Instruction and Educational Management, Egerton university. Content validity; it is the appropriateness of the test; that is appropriateness of the sample and the learning level. Opinions of some secondary school History and Government teachers was used to improve the instruments before they were used in the study. Any item found to be ambiguous by eliciting irrelevant information was modified or restructured.

### **3.9 Reliability of the Research Instruments**

Reliability refers to a measure of degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). All instruments were pilot-tested in secondary schools within Baringo central sub-county but in a division that was not be included in the study but having similar characteristics as the sample schools. Reliability of HGSAT was estimated using Kuder-Richardson formulae (KR-21), since it is suitable for items that are scored as either right or wrong with a score of 0 or 1 mark and not more than 1 mark (Fraenkel & Wallen, 2000). The reliability of HGMQ was estimated using Cronbach's Alpha ( $\alpha$ ) method. This is because the items were of closed ended Likert type and also the instruments was administered once. Using KR-21 formulae, HGSAT yielded a reliability coefficient of 0.871 while using the cronbach alpha, HGMQ yielded 0.716 which were above the recommended threshold of 0.7.

### **3.10 Data Collection Procedures**

Upon receiving a letter of approval from School of Post Graduate Studies of Egerton University, the researcher sought a permit from a National Council for Science Technology and Innovation (NACOSTI) before proceeding to gather data. Thereafter, the principals and teachers of History and Government to be involved in the study were conducted in good time for permission and assistance. As part of the arrangement to administer the instrument, the experimental groups teachers were inducted on the use Cooperative Learning Strategy for one

week thereafter, a pre-test was administered to both the experimental (E1) and control (C1) respectively. This was to ascertain their entry level and homogeneity. After the treatment, post-test was administered to the four groups so as to determine its effects. The HGSAT was used for pre- test and post-test for easy comparison. The items in HGSAT were however rearranged to control the effect of participants' maturation and sensitization. The HGMQ was administered and collected for analysis.

### **3.11 Data Analysis**

Data was analysed using t- test, ANOVA and ANCOVA with the aid of Statistical Package for Social Scientists (SPSS). Both descriptive and inferential statistics were used to analyse the data. A t-test was used when dealing with two means because of its superior power to detect differences between two means (Borg & Gall, 2018). It was used to determine whether Gender difference in students achievement and motivation were statistically significant or not. ANOVA was used to analyse differences in the four means of post-test scores. ANCOVA was used to establish whether there was initial difference in the experimental and control groups. ANCOVA reduces experimental error by statistical rather than experimental procedure (Borg & Gall, 2018). Hypotheses were tested at  $\alpha = 0.05$  level of significance.

### **3.12 Ethical Considerations**

The participants were fully informed about the research objectives and procedure and requested to give their consent to participate in the research before data collection process. The participant's opinions and responses were respected and treated with utmost confidentiality during the entire research process. The respondents were assured that the information collected was used for academic purposes only. The participants were also assured of the freedom to withdraw from the study without fear of being penalized. In general, a high degree of openness regarding the purpose and the nature of the research was observed.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter presents the findings of the study on the effects of Cooperative Learning Strategy on students' academic achievement and motivation to learn History and Government in co-educational secondary schools in Baringo central sub county. The results are presented in the following order;

- i. Results of the pre-test.
- ii. Effects of Cooperative Learning Strategy on students' academic achievement in History and Government.
- iii. Effects of Cooperative Learning Strategy on students' motivation to learn History and Government.
- iv. Effects of Cooperative Learning Strategy on students' academic achievement by gender in History and Government
- v. Effects of Cooperative Learning Strategy on students' motivation by gender to learn History and Government.

#### 4.2 Results of the Pre-test

History and Government achievement test (HGSAT) and History and Government motivation questionnaire (HGMQ) were administered to the experimental group ( $E_1$ ) and control group ( $C_1$ ) at the beginning of the course. This sought to investigate whether the groups used in the study had similar characteristics and same entry level before administration of the treatment (Tabachnick & Fidell, 2017). In order to compare the pre-test mean score on HGSAT, a t-test was performed. Table 7 shows the t- test of the pre-test on HGSAT of experimental group  $E_1$ , and control group  $C_1$ .

**Table 7**

*Results of Independent samples t-test of HGSAT Pre-test Mean Scores*

Group	N	Mean	SD	doff	t-value	p-value
$E_1$	38	2.52	0.33	76	1.384	.170
$C_1$	45	2.63	0.40			



Table 7 shows that the mean scores of HGSAT pre-test were uniformly low before the experiment. This is because the topic on which the students were tested on had not been covered. Table 7 also indicates that the difference between the mean of E<sub>1</sub> (M = 2.52, SD = 0.33) is not significantly different from that of C<sub>1</sub> (M = 2.63, SD = 0.40)  $t(76) = 1.384$ ,  $P = 0.170$  on HGSAT. The results show that the two groups had similar levels of achievement before treatment was administered thereby making them suitable for this study.

The students' motivation before the commencement of the programme was also analysed. The results of the analysis are contained in Table 8.

**Table 8**

*Independent samples t-test of the pre-test scores on HGMQ*

Group	N	Mean	SD	df	t-value	p-value
		(max = 80)				
E <sub>1</sub>	38	51.27	8.65	78	1.124	.264
C <sub>1</sub>	45	53.57	9.64			

Table 8 indicates that the difference between the mean E<sub>1</sub> (M = 51.27, SD = 8.65) is not statistically significantly different from that of C<sub>1</sub> (M = 53.57, SD = 9.64),  $t(78) = 1.124$ ,  $P = 0.264$  on HGMQ. The results show that the two groups had similar levels of motivation before treatment was administered thereby making them suitable for this study. This implies that the two groups were similar at the point of entry.

#### **4.3 Effects of Cooperative Learning Strategy on Students' Academic Achievement in History and Government.**

The first hypothesis of this study sought to determine whether there was a statistically significant difference in students' academic achievement in History and Government between students taught using Cooperative Learning Strategy and those taught using conventional teaching methods. This was determined in two phases namely; gain analysis and post-test analysis where gain analysis checked the gain difference between the pre-test and post-test mean of groups C<sub>1</sub> and E<sub>1</sub> while post-test analysis compared the means of groups C<sub>1</sub>, C<sub>2</sub>, E<sub>1</sub> and E<sub>2</sub>. The pre-test and post-test mean scores on HGSAT for E<sub>1</sub> and C<sub>1</sub> were analysed to establish the mean gain between the two groups and results shown on the Table 9.

**Table 9***HGSAT pre-test mean score and gain of E<sub>1</sub> and C<sub>1</sub>*

Scale		E <sub>1</sub>	C <sub>1</sub>
Pre-test	N	38	45
	Mean	2.52	2.63
	SD	0.33	0.34
Post-test	N	38	45
	Mean	3.94	3.59
	SD	0.41	0.35
Mean Gain		1.42	0.96

Results on Table 9 shows that the mean gain of E<sub>1</sub> (M=1.42) was higher than that of C<sub>1</sub> (M= 0.96) which implies higher achievement in E<sub>1</sub> group. This shows that cooperative learning Strategy had an effect of improving performance compared to the conventional teaching methods. In cooperative learning strategy, students work together as a team, students are actively involved in the learning activities and are required to construct their own knowledge as they interact with each, their teachers and with material presented. From these findings it is evident that weak students benefit from interaction with brighter students. This is because of the fact that when bright students explain their ideas to others, they learn the material they are explaining in more depth and remember it longer (Johnson, 2016). In a cooperative learning group, bright students are also seen as resourceful and are valued by team-mates.

However in conventional teaching methods, more emphasis is on memorization for exams hence low retention and information is understood either imperfectly or wrongly hence cannot be applied to real life situations. However, the results on Table 9 do not reveal whether the difference in mean gain was statistically significant from that of C<sub>1</sub>. It was therefore necessary to perform a t-test to ascertain this and the results were as shown on Table 10.

**Table 10***Comparison of HGSAT means gain between E<sub>1</sub> and C<sub>1</sub>*

Group	N	Mean Gain	SD	t-value	p-value
E <sub>1</sub>	38	1.42	77	3.990	.000*
C <sub>1</sub>	45	0.96			

\*Significant at  $\alpha= 0.05$  level

Table 10 shows that the mean gain of E<sub>1</sub> (M=1.42) was statistically different from that of C<sub>1</sub> (M=.96,  $t(77) = 3.99$ ,  $P=0.000$  ( $P<0.05$ ). This implies that the treatment enhanced students' achievement in History and Government thus leading to higher achievement.

HGSAT Post-test analysis compared the means of the four groups and results shown on Table 11.

**Table 11***HGSAT Post-Test Mean Scores of the four Groups*

Group	N	Mean	SD
E <sub>1</sub>	38	3.94	0.41
C <sub>1</sub>	45	3.59	0.35
E <sub>2</sub>	40	4.06	0.72
C <sub>2</sub>	35	3.50	0.42

From Table 11 the experimental groups E<sub>1</sub> and E<sub>2</sub> were found to have a HGSAT post-test score of (E<sub>1</sub> (M=3.94, SD=.413 and E<sub>2</sub> (M=4.06, SD=.372). The control groups C<sub>1</sub> and C<sub>2</sub> were found to have a HGSAT post-test score of C<sub>1</sub> (M=3.59, SD=.354 and C<sub>2</sub> (M= 3.50, SD=.422). This shows that the experimental groups had higher mean scores indicating that they had outperformed the control groups. Since the experimental groups were taught using the Cooperative Learning Strategy, it can therefore be deduced from the results that the administration of the treatment had a positive effect on the students' achievement in History and Government. This shows that Cooperative Learning Strategy produced better results than conventional learning methods in the teaching of History and Government.

The use of cooperative learning strategy involves the students more actively in the learning process often resulting into higher academic achievement than conventional teaching methods where they are passive in the learning process. However, the decision to retain or reject the null hypothesis could not be made based on these results since the results do not

reveal whether the difference in achievement between the experimental and the control groups is statistically significant different. To test this, ANOVA was performed and the results were as shown on Table 12.

**Table 12**

*ANOVA of the post – test mean score on HGSAT.*

Scale	Sum of squares	df	Mean Square	F-ratio	p-value
Between groups	8.509	3	2.836	18.271	.000*
Within groups	23.907	154	.155		
Total	32.416	157			

\*Significant at  $\alpha= 0.05$  level

From Table 12, the difference in post-test HGSAT mean scores among the four groups was found to be statistically significant  $F(3, 154) = 18.271$ ,  $P\text{-value}=0.000$ . The results of ANOVA test therefore indicate that there was a statistically significant difference in achievement in History and Government among the four groups. The results on Table 13 however do not show where the differences lie. To establish the specific group where this significant difference occurred, the Scheffe Post Hoc multiple comparison was performed and result were shown on Table 13.

**Table 13**

*Multiple comparison of HGSAT post-test mean scores by Learning Strategy*

Pair group	Difference	p-value
E <sub>1</sub> Vs C <sub>1</sub>	0.348	.010*
E <sub>1</sub> Vs E <sub>2</sub>	-0.121	.990
E <sub>1</sub> Vs C	0.471	.000*
C <sub>1</sub> Vs E <sub>2</sub>	-0.469	.000*
C <sub>1</sub> Vs C <sub>2</sub>	0.091	1.000
E <sub>2</sub> Vs C <sub>2</sub>	0.506	.000*

\*Significant at  $\alpha= 0.05$  level

Table 13 shows a statistically significant difference in the post-test means scores on HGSAT between the experimental and the control groups at significance level of alpha value 0.05. When experimental group (E<sub>1</sub>), was compared to group control group (C<sub>1</sub>), experimental groups (E<sub>1</sub>) and control group (C<sub>2</sub>), experimental group (E<sub>2</sub>) and control group

C<sub>1</sub> and (experimental group (E<sub>2</sub>) and control group (C<sub>2</sub>), the difference was found to be significant. The table indicates statistically significant difference between the experimental and the control groups. This shows that the Cooperative Learning Strategy enhanced students' achievement in History and Government more than the conventional teaching methods. This can be explained by the fact that cooperative learning strategy allows students to engage in various learning activities and tasks thus inculcates enjoyment in the learning process. However in conventional teaching methods, learning activities are limited and not all students are willing to freely share their opinions and teachers have little control over the students. Ideally all the groups that participated in the study C<sub>1</sub>, C<sub>2</sub>, E<sub>1</sub> and E<sub>2</sub> should be similar at the point of entry.

However, the research design used in this study only allows pre-testing of E<sub>1</sub> and C<sub>1</sub>. In the previous post-test analysis ANOVA was used. However, ANOVA does not have feature that control entry behaviour difference. This therefore necessitated the use of a tool that could deal with only differences (Tabachnick & Fidell, 2017). ANCOVA was therefore employed. ANCOVA uses the KCPE covariate to take care of any initial differences. ANCOVA adjusts the means and then conducts the comparison. KCPE scores correlate closely with the scores used in this study. ANCOVA was therefore performed using the students' KCPE scores as the covariate and results shown on Table 14.

**Table 14**

*HGSAT adjusted post-test means of four groups*

Group	N	Mean
E <sub>1</sub>	38	3.94
C <sub>1</sub>	45	3.60
E <sub>2</sub>	40.	4.06
C <sub>2</sub>	35	3.50

Table 14 shows the HGSAT adjusted mean score of the four groups with KCPE as the covariate. The table shows that the means of the experimental groups E<sub>1</sub> and E<sub>2</sub> were higher than those of the control groups C<sub>1</sub> and C<sub>2</sub>. The table does not however reveal whether the differences in the means of experimental groups and the control groups are significant or not. To test whether the difference among the means were statistically significant. ANCOVA was performed and results were as shown on Table 15.

**Table 15***Test of difference of HGSAT post-test using ANCOVA*

Scale	Sum of squares	df	Mean Square	F-ratio	p-value
Contrast	8.400	3	2.800	17.979	.000*
Error (Total)	23.828	153	.56		

\* Significant at  $\alpha= 0.05$  significance level

Table 15 reveals that there is a statistically significant difference in the HGSAT post-test mean scores of the four groups  $F(3,153) = 17.979, P=.000$ . This confirms that the differences between the post-test means are statistically significant different at  $0.05\alpha$  level in favour of the experimental group and therefore the difference can only be attributed to the treatment. The results on table 16 does not however reveal where the difference is. To show where the differences lie, multiple comparison test was performed and results of the Scheffe test were as shown on Table 16.

**Table 16***HGSAT post-test multiple comparison using ANCOVA*

Pair group	Difference	p-value
E <sub>1</sub> Vs C <sub>1</sub>	0.344	.000*
E <sub>1</sub> Vs E <sub>2</sub>	-0.121	.165
E <sub>1</sub> Vs C	0.471	.000*
C <sub>1</sub> Vs E <sub>2</sub>	-0.466	.000*
C <sub>1</sub> Vs C <sub>2</sub>	0.093	.311
E <sub>2</sub> Vs C <sub>2</sub>	0.558	.000*

\*Significant at  $\alpha= 0.05$  significance level

The results on Table 16 shows that the pairs of HGSAT mean of groups E<sub>1</sub> and C<sub>1</sub>, groups E<sub>1</sub> and C<sub>2</sub>, groups C<sub>1</sub> and E<sub>2</sub> and E<sub>2</sub> and C<sub>2</sub> were statistically significantly different at the  $0.5\alpha$  Level. This therefore may imply that where Cooperative Learning Strategy was used, the students achieved higher scores in History and Government as compared where conventional teaching methods were used.

Table 16 further shows that the differences were statistically significant in favour of the experimental groups. It is therefore evident that the experimental groups outperformed their

control counterparts. Since the ANOVA and ANCOVA test were statistically significant, the first null hypothesis ( $H_{01}$ ) which stated that there is no statistically significant difference in students' achievement in History and Government between students taught using Cooperative Learning Strategy and those taught using conventional teaching methods is therefore rejected. The findings of this study indicate that students taught through Cooperative Learning Strategy had higher achievement scores than those taught through conventional teaching methods. This implies that the use of Cooperative Learning Strategy enhanced students' achievement in History and Government.

The findings of this study agree with those of Quinn (2016) who found that the use of Cooperative Learning Strategy resulted in better achievement than the use of conventional teaching methods as students taught through Cooperative Learning Strategy got more engaged and showed ownership over their learning. The author further found that students who learned through Cooperative Learning Strategy showed better retention of knowledge than students taught through conventional methods. The results of this study concur with these findings. The findings of this study are in accordance with earlier studies by Kiruthu (2017) that compared the effects of traditional and Cooperative learning strategies on achievement in secondary school History and Government which found significant difference in achievement.

Moreover, a research done in the teaching of History and Government by Kapiyo (2018) using Cooperative Learning Strategy revealed that students taught using the strategy outshined their counterparts taught using conventional teaching methods. An earlier study by Sherman (2002) studied the effects of Cooperative Learning Strategy on students' achievement in History found no significant difference in achievement. The findings of this study however contradict those of Jacinta (2017) who observed that Cooperative Learning Strategy did not lead to better academic achievement neither did it lead to increased motivation. Jacinta (2017) further argued that some students rejected the use of Cooperative Learning Strategy due to the belief that they were being held back by their slower teammates who were less confident.

#### **4.4 Effects of Cooperative Learning Strategy on students' motivation to learn History and Government**

The second hypothesis of this study sought to determine whether there was a statistically significant difference in students' motivation to learn History and Government between students taught using Cooperative Learning Strategy and those taught using

conventional teaching methods. This was determined in two phases namely; gain analysis and post-test analysis where gain analysis checked the gain difference between the pre-test and post-test mean of groups C<sub>1</sub> and E<sub>1</sub> while post-test analysis compared the means of groups C<sub>1</sub>, C<sub>2</sub>, E<sub>1</sub> and E<sub>2</sub>. The pre-test and post-test mean scores on HGMQ for E<sub>1</sub> and C<sub>1</sub> were analysed to establish the mean gain between the two groups and results shown on Table 17.

**Table 17**  
*HGMQ Pre-Test, Post-Test Means Score and Gain of E<sub>1</sub> and C<sub>1</sub>*

Scale		E <sub>1</sub>	C <sub>1</sub>
Pre-test	N	38	45
	Mean	51.27	53.57
	SD	8.65	9.64
Post-test	N	38	45
	Mean	60.05	54.83
	SD	5.39	8.74
Mean Gain		8.65	1.26

The results on the Table 17 shows that the mean gain of E<sub>1</sub> (M=8.65, SD=5.39) was higher than that of C<sub>1</sub> (M=1.26, SD=8.74). This implies that there was more learning and more motivation in E<sub>1</sub> group. This shows that cooperative learning Strategy had an effect of improving students’ motivation to learn History and Government compared to the conventional teaching methods. This can be explained by the fact that cooperative learning strategy allows the students to take control of their learning and there is free interaction amongst themselves as they solve problems while the teacher acts as a facilitator. There is a strong relationship between learning and motivation. Lewin (2016) argues when the need for love and belongingness are met, individual can then focus on higher level needs of intellectual achievement thus the urge to learn increases. It therefore follows that a motivated student is more likely to move to a higher level of achievement in History and Government than one who is not motivated at all. CLS motivates the students by not only appealing to their cognitive domain but also their affective domain.



However for conventional teaching methods, teachers regard students as having a hole in their brains that needs to be filled with information. The learning process is characterized by transmission and memorization of facts given by the teacher as opposed to having a clear understanding of what is being taught. This makes the content boring and demotivating, thus affecting students' motivation to learn History and Government.

Motivation also plays a key role on students' achievement. Those who are highly motivated show high academic achievement (Cassidy & Lynn, 2019). Slavin (2017a) argues that students' needs to be motivated before attention is paid to what the teacher is going to teach because learning outcomes depends not only on the learning environment but also the state of the learner's motivation. If a student has a negative emotion such a fear or disliking towards their teacher, that can negatively affect their attitude towards the subjects as a whole (Kendura & Cherry, 2018). The author further asserts that teachers show preference towards certain students or uses derogatory and humiliating language that can lower students' motivation to learn. Teachers just like any other employee need to be motivated, in order for them to put in a lot of effort in order to achieve performance in the subjects they teach.

However, the results on Table 17 do not reveal whether the difference in mean gain was statistically significant. It was therefore necessary to perform a t- test to ascertain this. The results of the t-test were as shown on Table 18.

**Table 18**

*Comparison of HGMQ mean Gain between E1 and C1*

Group	N	Mean	df	t-value	p-value
E <sub>1</sub>	38	8.61	77	2.788	.007*
C <sub>1</sub>	45	1.26			

\*Significant at  $\alpha= 0.05$  level

Table 18 shows that the mean gain of E<sub>1</sub> (M=8.61) was statistically different from that of C<sub>1</sub> (M=1.26,  $t(77) = 2.788$ ,  $P=0,007$  ( $P<0.05$ )). This implies that the treatment enhanced higher motivation.

Further analysis was conducted by comparing HGMQ Post-test means of the four groups. The results of the comparison are shown in Table 19:

**Table 19***HGMQ Post-Test means of the four Groups*

Group	N	Mean	SD
E <sub>1</sub>	38	60.05	5.39
C <sub>1</sub>	45	54.83	8.74
E <sub>2</sub>	40.	59.11	4.00
C <sub>2</sub>	35	55.25	5.68

From Table 19, the experimental groups E<sub>1</sub> (M=60.05, SD=5.39 and E<sub>2</sub> (M=59.11, SD=4.00) had higher HGMQ post-test mean scores compared to those of C<sub>1</sub> (M=54.83, SD=8.74) and C<sub>2</sub> (M= 55.25, SD=5.68). This shows that the experimental groups outperformed the control groups. Since the experimental groups were taught using the Cooperative Learning Strategy, it can therefore be deduced from the results that the administration of the treatment had a positive effect on the students' motivation to learn History and Government. This shows that Cooperative Learning Strategy produced better results than conventional learning methods in the teaching of History and government.

To find out whether there was any significant difference in the means among the groups, ANOVA test was carried and the results are shown on Table 20.

**Table 20***One way Analysis of variance (ANOVA) of the Post-Test mean Scores on HGMQ*

Scale	Sum of squares	df	Mean Square	F-ratio	p-value
Between groups	834.588	3	278.196	7.473	.000*
Within groups	5695.959	153	37.228		
Total	6530.548	156			

\*Significant at  $\alpha= 0.05$  level

From Table 20, the difference in post-test HGMQ mean scores among the four groups was found to be statistically significant  $F(3, 153) = 7.473, p = .000$ . The results of ANOVA test therefore indicate that there was a statistically significant difference in motivation among the four groups. The results on Table 21 however do not show where the differences lay. To establish the specific group where this significant difference occurred, the Scheffe Post Hoc multiple comparison was performed and result were shown on Table 21.

**Table 21***Multiple comparison of HGMQ Post-Test means by Learning Strategy*

Pair group	Difference	p-value
E <sub>1</sub> Vs C <sub>1</sub>	5.22	.001*
E <sub>1</sub> Vs E <sub>2</sub>	0.94	1.000
E <sub>1</sub> Vs C	4.80	.003*
C <sub>1</sub> Vs E <sub>2</sub>	-4.28	.019*
C <sub>1</sub> Vs C <sub>2</sub>	-0.42	1.000
E <sub>2</sub> Vs C <sub>2</sub>	3.86	.036*

\* Significant at  $\alpha= 0.05$ 

Table 21 shows a statistically significant difference in the post-test means scores on HGMQ between the experimental and the control groups at significance level of alpha value 0.05. When experimental group (E<sub>1</sub>), was compared to group control group (C<sub>1</sub>), experimental groups (E<sub>1</sub>) and control group (C<sub>2</sub>), experimental group (E<sub>2</sub>) and control group C<sub>1</sub> and (experimental group (E<sub>2</sub>) and control group (C<sub>2</sub>), the difference was found to be statistically significant. The Table indicates statistically significant difference between the experimental and the control groups. This shows that the Cooperative Learning Strategy enhanced students' motivation to learn History and Government more than the conventional teaching methods. This can be explained by the fact that cooperative learning strategy allows the students to take personal responsibility for their learning hence an increase in internal motivation in class activities. However in conventional teaching methods, teachers simply pour information into students mind rather than allowing them to discover knowledge on their own.

Ideally all the groups that participated in the study C<sub>1</sub>, C<sub>2</sub>, E<sub>1</sub> and E<sub>2</sub> should be similar at the point of entry. However, the research design used in this study only allows pre-testing of E<sub>1</sub> and C<sub>1</sub>. In the previous post-test analysis ANOVA was used. However, ANOVA does not have features that control difference in entry behaviour. This therefore necessitated the use of a tool that could deal with only differences (Field, 2018). ANCOVA was therefore employed. ANCOVA uses the KCPE covariate to take care of any initial differences. ANCOVA adjusts the means and then conducts the comparison. KCPE scores correlate closely with the scores used in this study. ANCOVA was therefore performed using the students' KCPE scores as the covariate and results shown on Table 22.

**Table 22***Adjusted means Score of the four Groups*

Group	N	Mean
E <sub>1</sub>	38	60.04
C <sub>1</sub>	45	54.83
E <sub>2</sub>	40.	59.10
C <sub>2</sub>	35	55.25

Table 22 shows the adjusted mean scores of the four groups with KCPE as the covariate. The Table shows that the means of the experimental groups E<sub>1</sub> and E<sub>2</sub> were higher than those of the control groups C<sub>1</sub> and C<sub>2</sub>. The Table does not however reveal whether the differences in the means of experimental groups and the control groups are significant or not. To test whether the difference among the means were statistically significant ANCOVA was performed and results were as shown on Table 23.

**Table 23***Test of difference of HGMQ Post-Test Means using ANCOVA*

Scale	Sum of squares	df	Mean Square	F-ratio	p-value
Contrast	829.986	3	276.662	7.383	.000*
Contrast (Total)	5695.698	152	37472		

\* Significant at  $\alpha = 0.05$

Table 23 reveals that there is a statistically significant difference in the HGMQ post-test mean scores of the four groups  $F(3,152) = 7.383, p = .000$ . This confirms that the differences between the post-test means are statistically significant different at  $0.05\alpha$  level in favour of the experimental groups and therefore the difference can only be attributed to the treatment. The results on Table 23 does not however reveal where the difference is. To show where the differences lie, multiple comparison test was performed and results of the Scheffe test were as shown on Table 24

**Table 24***HGMQ Post-Test Multiple Comparison using ANCOVA*

Pair group	Difference	p-value
E <sub>1</sub> Vs C <sub>1</sub>	5.21	.000*
E <sub>1</sub> Vs E <sub>2</sub>	0.94	.489
E <sub>1</sub> Vs C	4.79	.000*
C <sub>1</sub> Vs E <sub>2</sub>	-4.27	.003*
C <sub>1</sub> Vs C <sub>2</sub>	-0.42	.768
E <sub>2</sub> Vs C <sub>2</sub>	3.85	.006*

\*Significant at  $\alpha = 0.05$  level

Table 24 shows that the differences were statistically significant in favour of the experimental groups. It is therefore evident that the experimental groups outperformed their control counterparts. Since the ANOVA and ANCOVA results were statistically significant, the second null hypothesis (H<sub>02</sub>) which stated that there is no statistically significant difference in students' motivation to learn History and Government between students taught using Cooperative Learning Strategy and those taught using conventional teaching methods were therefore rejected. The findings of this study indicated that students taught through CLS achieved statistically significantly higher scores in the HGMQ compared to those who were taught through conventional teaching methods. This implies that the use of Cooperative Learning Strategy enhanced students' motivation to learn History and Government.

The findings of this study agree with those of Slavin (2017b) who found that Cooperative Learning Strategy not only fostered critical thinking but also motivated the students to learn. The author further observed that motivated students were usually more absorbed in learning and achieved high scores. The findings of this study showed that where Cooperative Learning Strategy was used, learners were more motivated to learn History and Government and Government. The findings of this study however contradict those of Lepper (2015) who observed that Cooperative Learning Strategy negatively affects students' motivation as it is time consuming and if not properly facilitated, cases of noise making and dominance by some students may be rampant.

The findings of this study is in accordance with earlier studies by Cassidy and Lynn (2019) that investigated the effects of Cooperative Learning Strategy on secondary school students' motivation to learn History and Government. The findings indicated that the CLS significantly enhanced students' motivation to learn because the students were actively

engaged during the instructional process. A study by Panitz (2016) that compared the effects of traditional and Cooperative learning strategy on motivation in secondary school History and Government also found a significant difference in motivation. Those taught through CLS were found to have a higher level of motivation to learn History and Government than their counterparts taught through traditional methods.

Motivating students to learn is a topic of great concern for educationists today. Moreover, motivating students so that they can succeed in school is one of the greatest challenges of this century. Lack of motivation is a big hurdle in learning and a pertinent cause of deterioration in education standards. According to Deci and Ryan (2016) motivation is greatly appreciated because of the consequences it produces. The attitude that is often used in conjunction with motivation to achieve is self-concept, or the way one thinks about oneself to perform a task successfully. There is considerable evidence to support the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve. It is therefore evident that a relationship between motivation and achievement exists. People with high achievement motives will act in ways that will help them to outperform others, meet or surpass some standard of excellence, or do something unique (Lumsden, 2017)

#### **4.5 Effects of Cooperative Learning Strategy on Students’ Academic Achievement by Gender in History and Government.**

The third hypothesis of this study sought to determine whether there was a statistically significant gender difference in students’ academic achievement in History and Government when taught through Cooperative Learning Strategy. In order to find out the effects of Cooperative Learning Strategy on students’ academic achievement by Gender in History and Government, post-test scores for boys and girls in groups E<sub>1</sub> and E<sub>2</sub> were analysed. t-test was used to test this hypothesis and the results were as shown on Table 25.

**Table 25**

*Independent sample t-test of HGSAT mean scores of Boys and Girls exposed to Cooperative Learning Strategy*

Gender	N	Mean	SD	df	t-value	p-value
Male	45	4.01	0.41	81	.427	.670
Female	38	4.00	0.38			

Significant at  $\alpha = 0.05$  level

Table 25 shows that t-test of HGSAT scores of boys and girls who were taught using Cooperative Learning Strategy. The results indicate that there was no statistically significant difference in HGSAT post-test means of students exposed to Cooperative Learning Strategy since  $t(81)=.427$ ,  $P>0.05$ . It can therefore be concluded that when exposed to treatment, gender is not a factor in determining students' academic achievement, hence Cooperative Learning Strategy is not gender discriminative. This can be explained by the fact that cooperative learning strategy is key in structuring positive interdependence, individual accountability, good collaboration skills, monitoring and evaluation. However in conventional teaching methods, cases of rote memorization, dominating attitude by a few affects students' and some lazy students hiding under the umbrella of discussion just to push affects the learning process leading to disparities in performance.

Table 25 however, indicates that HGSAT mean score of the boys was slightly higher (4.01) than that of the girls (4.00). This means that the null hypothesis three ( $H_{03}$ ) which stated that there are no gender statistically significant differences in students' academic achievement in learning History and Government when taught through Cooperative Learning Strategy is therefore upheld and the obtained difference between the sample means are regarded as not statistically significant. This therefore means that Cooperative Learning Strategy is effective in reducing the gender differences in History and Government Examination. Since the study involved Non-Equivalent Control Group Design, there was need to confirm the obtained results hence need to perform analysis of covariance with KCPE Scores as the covariate. The results were as shown on Table 26.

**Table 26**

*Adjusted post-test Means of Boys and Girls exposed to Cooperative Learning Strategy*

Gender	N	Adjusted HGSAT Score
Male	45	3.85
Female	37	4.05

Table 26 shows the adjusted HGSAT mean of boys and girls exposed to Cooperative Learning Strategy for analysis of covariance with KCPE scores as covariate. The results on Table 26 indicate that the mean differences in academic achievement between boys and girls were slightly even with the adjustment. This therefore means that the treatment condition had a significant effect on both boys and girls. Therefore hypothesis  $H_{03}$  which stated that there is

no statistically significant gender difference in students' academic achievement in History and Government when taught through Cooperative Learning Strategy is retained. This implies that when students were taught History and Government using Cooperative Learning Strategy, they performed equally well irrespective of gender. The results of this study have shown that there is no statistically significant difference between academic achievement of boys and girls who were taught through Cooperative Learning Strategy.

The findings of this study agree with those of Mwenesongole (2019) who found out that given equal opportunity, girls can perform equally well in History and Government. The author further argued academic achievement of both boys and girls is enhanced when students are taught through Cooperative Learning Strategy compared to conventional teaching methods. It can therefore be concluded that Cooperative Learning Strategy is a remedy to bridging gender gap in performance in History and Government at secondary school level. The results of this study contrast those of Harris (2017) which found that boys outperformed girls in amount of History and Government knowledge regardless of the learning Strategy. This is also in contrast with the observation by the Kenya National Examination Council (2019) that boys generally performed better than girl in History and Government. The results of this study disapprove previous findings that portrays boys as being more superior to girls in History and Government.

A review of gender based study carried out by Brandy (2019) in New Zealand showed that boys performed better compared to girls in History national examinations. The authors attributes the discrepancy to negative attitude towards the subject among girls. Tyson's (2017) reports that boys achieved higher scores than girls in History achievement tests. The author attributes the discrepancy to the use of teacher centered strategies where students' participation in the learning activities is minimal thus negatively affecting students' motivation to learn the subject. Gender differentials in the performance of History in favour of the male child has also been noted over the years in History examination in Canada (Robinson, 2017). However, another study Armstrong (2016) in Senegal, showed that gender differentials in the performance of History were neither in favour of boys or girls. In the same manner, the work of Blithe (2017) disclosed that boys and girls showed similar level of academic achievement in History throughout the junior school but at the end of senior school, boys had higher performed better than girls.

In Kenya, gender differentials in the performance of History and Government in favour of the male child has also been noted over the years in KCSE examinations. Ayoo (2018) attributes poor performance in the subject among the girls to; poor attitude towards the



subject, the use of teacher centered methods and gender stereotypes. Davies and Tannen (2016) argues that boys and girls achieve almost similar level of achievement at primary school level but disparities arise once they move to high school level. The author further says that it is at high school level where students are given the freedom to select their subjects where boys have shown preference for science related subjects while girls have shown inclination towards arts subjects. Nasibi (2015) reports that boys are more motivated to learn History and Government subject than the girls while the girls have shown more motivation to learn Christian Religious Education subject. This has led to more boys choosing History and Government while girls choosing Christian Religious Education subject. As a result of this disparities in line with subject selection, boys have shown better results in History and Government in KCSE over the years

The non-significant difference between the male and female students' academic achievement in History and Government could be due to the free interaction between male and female students in the co-educational sub-county secondary schools used in the study. It may also be because both male and female students have equal perception of what success is all about. In other words, the female students did not feel inferior to their male counterparts and thus they were able to compete favourably with them. It appeared that the male students did not also feel superior to their female counterparts. Thus, it implies that both have a level playing ground hence, no gender differences occurred in their achievement.

#### **4.6 Motivation to learn History and Government of Boys and Girls exposed to Cooperative Learning Strategy**

The fourth hypothesis of this study sought to determine whether there was a statistically significant gender difference in students' motivation to learn History and Government when taught through Cooperative Learning Strategy. In order to find out the effects of Cooperative Learning Strategy on students' motivation by Gender to learn History and Government, post-test scores for boys and girls in groups  $E_1$  and  $E_2$  were analysed. t-test was used to test this hypothesis and the results were as shown on Table 27.

**Table 27**

*Independent sample t-test of HGMQ score of boys and girls exposed to Cooperative Learning Strategy*

Gender	N	Mean	SD	df	t-value	p-value
Male	45	60.40	5.43	80	1.665	.100
Female	37	58.65	3.70			

Table 27 shows the t-test results of the HGMQ of boys and girls who were exposed to Cooperative Learning Strategy. The results indicate that the post-test of HGMQ scores of boys were slightly higher than those of girls. The difference is however not statistically significant as shown by the t-test results  $t(80) = 1.665$ ,  $p > 0.05$ . This therefore implies that Cooperative Learning Strategy was effective in motivating students to learn History and Government. This can be explained by the fact that cooperative learning strategy helps students to develop a positive attitude towards learning as they are free to express their opinions and ideas among themselves and their teacher. The teacher and the student get more involved at a personal level hence an opportunity to know each other better and socialize on a professional level thus inculcating interest and enjoyment in the learning process. However in conventional teaching methods, when working in small groups, cases of boys ignoring girls' comments and contribution is there thus lowering the girls' self-esteem and motivation to learn. The use of praise and criticism differently to boys and girls can also contribute to difference in motivation.

Hypothesis H<sub>04</sub> which stated that there is no statistically significant gender differences in students' motivation to learn History and Government when taught through Cooperative Learning Strategy is retained. This implies that when students were taught History and Government using Cooperative Learning Strategy, they performed equally well irrespective of gender. The results of this study have shown that there is no statistically significant difference between motivation of boys and girls who were taught through Cooperative Learning Strategy.

The findings of this study agree with those of Gipps (2018) who found out that girls and boys performed equally well in History and Government when they are well motivated to learn. The author further observes that motivation is the key to any learning and learning process because it inculcates interest and enjoyment in learning process. The findings of this study showed that students taught through Cooperative Learning Strategy were more

motivated in the learning process compared with their peers who were taught through Cooperative Learning Strategy and achieved higher scores in History and Government regardless of gender. The results of this study contrast those of Nasibi (2015) which found out that boys were more motivated to learn History and Government than the girls. The results of this study disapprove previous findings of this that portrays boys as being more superior and motivated to girls in History and Government. The findings of this study revealed that when motivated to learn, both boys and girls perform equally well in History and Government.

On average, the performance of girls' on verbal fluency and reading is higher than that of boys while boys on the other hand rate higher in arithmetic activities, problem solving issues and physical abilities (Castello, 2016). The author further argues that girls do not answer questions as quickly as boys not because they do not know the answer, but because their socialization does not allow them to take the risk of being wrong. Boys on average tend to take an active role in a class discussion sometimes even if not called on, or even if they do not know as much about the topics as others in the class (Sadker & Swanson, 2018). When working on a project in a small group, boys have the habit to ignore girls' comments and contribution to the group thus lowering the girls' self-esteem (Davies & Tannen, 2016).

Kelly (2016) observes that teachers give more attention to boys than girls and that boys are more talkative thus providing better learning opportunities. Teachers often intend to interact with both sexes equally, but end up being close to the boys. Measor and Sykes (2019) argues that due to boys' assertiveness, teachers' attention is captured to monitor what they are doing. Also due to boys' nature of getting into problems, teachers find themselves interacting with them so as to keep them focused on their group work (Erden & Wolfgang, 2017). The use of praise and criticism differently to boys and girls can also contribute to difference in performance. Golombok and Favas (2016) argue that teacher tend to praise boys more when they give the right answers while criticize girls more when they give the wrong answers. Delamont and Castello (2016) points out that teachers tends to overlook wrong answers given by boys, but with girls, they tend to overlook right answers. This results to difference in achievement between boys and girls because this makes boys knowledge seem more important.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents' the summary , conclusions and recommendations emanating from the results of this study whose purpose was to find out the effects of Cooperative Learning Strategy on students' academic achievement and motivations to learn History and Government in co-educational secondary schools in Baringo central sub county. It also presents the recommendations and suggestions on possible areas of further research.

#### **5.2 Summary of the Findings**

This study investigated the effects of Cooperative Learning Strategy on students' academic achievement and motivation to learn History and Government in co-educational secondary schools in Baringo central sub county. The following are the summary of the findings:

- i. The use of Cooperative Learning Strategy enhanced students' academic achievement in History and Government more as compared to conventional teaching methods. The study has shown that there was a statistically significant difference in students' academic achievement in History and Government between students taught using Cooperative Learning Strategy and those taught using conventional teaching methods. Students taught through Cooperative Learning Strategy had higher HGSAT scores than those taught through conventional teaching methods. This therefore implies that the use of Cooperative Learning Strategy can be effective in improving students' academic achievement in History and Government compared to conventional teaching methods.
- ii. The use of Cooperative Learning Strategy enhances students' motivation to learn History and Government as compared to conventional teaching methods. The findings showed that there was a statistically significant difference in students' motivation to learn History and Government between students taught using Cooperative Learning Strategy and those taught using conventional teaching methods. Students taught through Cooperative Learning Strategy had higher scores on HGMQ than those taught through conventional teaching methods. This therefore implies that Cooperative Learning Strategy can be effective in motivating students to study History and Government compared to conventional teaching methods.

- iii. Gender was not a factor in students' academic achievement in History and Government when students are taught through Cooperative Learning Strategy. The study showed that there was no statistically significant difference in academic achievement in History and Government among boys and girls exposed to Cooperative Learning Strategy. This therefore implies that Cooperative Learning Strategy is capable of bridging the performance gender gap in History and Government compared to conventional teaching methods.
- iv. Gender was not a factor in students' motivation to learn History and Government when the students are taught through Cooperative Learning Strategy. The findings of the study showed that there was no statistical significant difference in motivation to learn History and Government among boys and girls exposed to Cooperative Learning Strategy. This therefore implies that when Cooperative Learning Strategy is used to teach History and Government, gender is not a factor in students' motivation to learn.

This study makes contribution to existing knowledge by testing existing theory and its application in addressing learning effectiveness in History and Government in Baringo Central sub-county. This study was carried out in Baringo central sub-county hence of great significance in the area. The findings of this study may not be similar with other research findings that has been done in the past hence contribution to new knowledge. The use of Cooperative Learning Strategy could be used to address the problem of poor academic achievement and motivation to learn History and Government however limited studies have been carried out in the past. The problem of poor academic achievement has been identified in prior research studies and is still a problem because most Kenyan classrooms are dominated by conventional teaching methods as opposed to the use of transformative pedagogies like cooperative learning strategy. From the findings of this study, it is clear Cooperative Learning Strategy has a positive impact on students' academic achievement and motivation in History and Government hence a new contribution to knowledge. This study also builds the literature of the subject matter in History and Government.

### **5.3 Conclusions**

Based on the findings of this study, the following conclusions have been reached:

- i. The use of Cooperative Learning Strategy enhanced students' academic achievement in History and Government compared to conventional teaching methods.
- ii. The use of Cooperative Learning Strategy enhanced students' motivation to learn History and Government compared to conventional teaching methods.

- iii. The use Cooperative Learning Strategy is not gender discriminative since it enhanced both students' academic achievement in History and Government regardless of their gender.
- iv. The use of Cooperative Learning Strategy is not gender discriminative since it enhanced students' motivation to learn History and Government regardless of their gender.

#### **5.4 Recommendations**

Based on the findings of this study, the researcher makes the following recommendations;

- i. Students taught through the CLS performed better than those taught through CTM irrespective of gender, implying that the CLS would be suitable for teaching both male and female students. Therefore, education authorities in Kenya should encourage History and Government teachers to blend the use of Cooperative Learning Strategy together with conventional teaching methods in the History and Government lessons. This in turn would improve students' motivation to learn History and Government and consequently achievement will be higher.
- ii. All students irrespective of their gender and family background should be given the same level of encouragement and attention for better achievement in History and Government
- iii. All stakeholders in education should ensure that students are highly motivated by providing necessary materials, enabling environment and adequate reward system.
- iv. Curriculum developers should use CLS concepts when preparing teaching materials to support the syllabus. They should also include CLS in teacher training syllabus as one of the modern teaching approaches so as to equip student teachers to be able to design programmes that encourage the learners to be active participants in knowledge construction.
- v. Teachers Service Commission to in-service secondary school History and Government teachers on the use of Cooperative Learning Strategy.

#### **5.5 Suggestions for Future Research.**

The researcher identified some areas, which require(s) further investigation in order to have more insight into the effects of Cooperative Learning Strategy as well enrich the present knowledge.

- i. There is also need to carry out a study on the effects of Cooperative Learning Strategy on students' academic self-concept in History and Government.
- ii. A study to determine the influence of Cooperative Learning Strategy on secondary school students' selection of History and Government as an elective subject at from two level.
- iii. A study on the effects of Cooperative Learning Strategy on students' attitude towards History and Government

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**APPENDICES**

**Appendix A: Form Two History and Government Student Achievement Test**

Time: 50 Minutes

School.....

Class.....

**Instructions**

- i. Write your school name and class in the above provided spaces
- ii. Answer all questions in the spaces provided after every question
- iii. Incase anything is not clear ask for help from your teacher

1. Give the definition of the term constitution (1mark)

.....  
.....  
.....

2. Name the type of constitution used in Kenya (1mark)

.....  
.....

3. Highlight ONE functions of a constitution (1mark)

.....  
.....  
.....

4. Give ONE difference between a written and unwritten constitution (1mark)

.....  
.....  
.....

5. Give one advantage of using a written constitution (1mark)



.....  
.....  
6. Name one country that uses an unwritten constitution (1mark)

.....  
.....  
7. Identify the main source of laws in Kenya during the pre- colonial era (1mark)

.....  
.....  
8. Name the body which made laws in Kenya during the pre- colonial era (1mark)

.....  
.....  
9. State ONE component of the British constitution (1 mark)

.....  
.....  
10. State ONE result of the lyttelton constitution amendment of 1954 (1 mark)

.....  
.....  
11. Mention the constitutional amendments which took place in Kenya in 1991. (1mark)

.....  
.....  
12. Give ONE characteristics of a good constitution (1mark)

.....  
.....  
13. Outline ONE feature of the independence constitution (1mark)

.....  
.....  
14. Outline ONE feature of the new constitution of 2010 (1mark)

.....  
.....  
.....  
.....

15 Give one similarities between independence and the new constitution (1mark)

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.....

16. Outline ONE of the key changes that are reflected in the new constitution (1mark)

.....  
.....  
.....  
.....

17. Give ONE group that participated in the independence negotiation of 1962(1mark)

.....  
.....  
.....

18. Mention ONE prominent people who helped to restore peace in Kenya following 2007  
disputed election (1mark)

.....  
.....  
.....  
.....

19. Give the ONE provisions of the National Accord (1mark)

.....  
.....

.....  
.....

20 Identify ONE way that could be used to amend the constitution in Kenya. (1mark)

.....  
.....  
.....  
.....

21. Outline ONE challenge faced in giving Kenyans a new constitution. (1mark)

.....  
.....  
.....  
.....

22 Which provision in the Kenyan constitution protects the wealth of individuals in the country? (1mark)

.....  
.....

23 State one way in which the Kenyan constitution promotes national unity. (1mark)

.....  
.....  
.....

## Appendix B: History and Government Motivation Questionnaire

School.....

Class.....

The purpose of this questionnaire is to find out what you feel about the History and Government course in relation to how it is taught and learned. Please indicate what you feel about each item. This is a questionnaire and not a test and therefore there is no correct or wrong answer. All your responses are confidential and anonymous.

I highly appreciate your participation in the study.

### Instructions

Please read the instructions carefully.

Answer all items

Choose only one response for every question by ticking the option that represents your response

Use the following scale to select your response: SD=Strongly Disagree, D=Disagree, U=Uncertain, A=Agree, SA=Strongly Agree

Item	SD	D	U	A	SA
1) Learning History and Government course with the teacher facilitating the activities through Cooperative Learning Strategy was satisfying					
2) Learning History and Government course by doing activities collaboratively through Cooperative Learning Strategy was stimulating					
3) Learning History and Government course by doing activities individually without being taught through Cooperative Learning Strategy was boring and stressful					
4) I love learning History and Government course through Cooperative Learning Strategy					
5) I feel scared of History and Government course after learning through Cooperative Learning Strategy					

6) I dislike Learning History and Government course through Cooperative Learning Strategy					
7) I feel unhappy reading History and Government course after learning through Cooperative Learning Strategy					
8) I always feel eager to study History and Government course after using Cooperative Learning Strategy					
9) The time I spend reading History and Government course is the time I enjoy the most after learning through Cooperative Learning Strategy					
10) I feel confident about History and Government course after learning through Cooperative Learning Strategy					
11) I find History and Government assignment interesting while learning through Cooperative Learning Strategy					
12) I find History and Government assignment too stressful while learning through Cooperative Learning Strategy					
13) I would like a career that requires History and Government course after learning Cooperative Learning Strategy					
14) I am pleased with my participation during History and Government lessons while learning through Cooperative Learning Strategy					
15) I feel excited with the way History and Government course is taught through Cooperative Learning Strategy					
16) I am happy with my performance in History and Government course after learning through Cooperative Learning Strategy.					

Adapted from Wachanga, (2005).

## **Appendix C: Cooperative Learning Module (CLMO)**

For the experimental groups (O1 and O2), History and Government teachers were required to follow and use Cooperative Learning Strategy. Although there are many techniques of Cooperative Learning Strategy, think-pair-share, three-step interview, reciprocal teaching and Jigsaw II was used in this study. These techniques of Cooperative Learning Strategy are suited to History and Government classroom in particular. Cooperative Learning Strategy was used two times per week on the topic “constitution and constitution making process” for four weeks. In the first and second week, simpler techniques like; Reciprocal teaching, think-pair-share, and three-step interview process were used and eventually build up to more complex techniques like jig saw II. The topic on Constitution and constitution making Process was taught in eight lessons of 40 minutes each as per the schools time table. During the first lesson students were told that they are learning the topic “constitution and constitution making process ” using a new method of learning for eight lessons. This new method involved the use of Cooperative Learning Strategy. The class was informed that the new method demands their participation in term of group discussion hence students were arranged in groups.

### **Lesson One**

**Topic:** Constitution and constitution making

**Sub- topic:** Definition of the term constitution

Functions of the constitution

**Lesson objectives:** By the end of the lesson, the learner should be able to:

- Define the term constitution

**Lesson development:** The teacher requests the students to define the term constitution and facilitates the learning process.

The students are given time to think and gather their thoughts on what they think the term constitution means, after which the teacher asks them to pair themselves and share their thoughts with each other. As the students begin to share their thoughts and views, they are able to understand different perspective of thinking between their peers. The teacher then randomly calls the students to give their answers. If an incorrect answer is given, the teacher

can call on another group or team. This technique is very beneficial to student because by the time they are being prompted by the teacher, they already have an idea on what to say. The teacher assesses the students' response and gives the correct definition of the constitution.

## **Lesson Two**

**Topic:** Constitution & constitution making

**Sub-topic:** Types of constitution

**Lesson objectives:** By the end of the lesson, the learner should be able to:

- Explain the types of constitution

**Lesson development:** The teacher supervises the students to move into groups of two members.

The teacher asks the students to discuss the types of constitution and facilitates the learning process. The students are given time to participate in a dialogue on the types of Constitution and Partners take turns reading and asking questions and receiving immediate feedback touching on the types of constitution. After the students have shared their thoughts with each other, the teacher assess what they have mastered and makes any correction or any additional information.

## **Lesson Three**

**Topic:** Constitution & constitution making

**Sub- topic:** Written constitution

Unwritten constitution

**Lesson objectives:** By the end of the lesson, the learner should be able to:

- Explain the advantages and disadvantages of written and unwritten constitution

**Lesson development:** The teacher supervises the students to move into a group of about 3 students.

The teacher then asks them to discuss the types of constitution where the interviewer asks the questions and the interviewee responds while the third party takes the notes on what they are discussing. The teacher allows the students to take turns sharing the information then assesses

what they have mastered. The teacher makes corrections where necessary and adds more relevant information to improve what the students have discussed.

#### **Lesson Four**

**Topic:** Constitution and constitution making

**Sub-topic:** Constitution making process in Kenya during Pre-colonial era, Colonial era and Post-colonial era

**Lesson objectives:** By the end of the lesson, the learner should be able to:

- Explain the making of constitution in Pre-colonial, colonial era and post-colonial era.

**Lesson development:** The teacher supervises the students to move into groups of not more than five members.

Students are assigned to discuss the features of the new constitution where different portions of the material are assigned to members of the same group and the teacher facilitates the learning process. Each member is required to get answers to his or her question and make a summary on the findings. Once each member becomes an expert on his/her assignment portion, they meet with their expert group, which has members of different teams who have studied the same selection, to discuss their findings. When they return to their Home Groups, they take turns teaching teammates about the section they have studied. The teacher then assesses the mastery on provisions of the national accord and makes corrections where necessary and also adds any other additional information.

#### **Lesson Five**

**Topic:** Constitution and constitution making

**Sub-topic:** Independence Constitution phase 1(1963)

**Lesson objectives:** By the end of the lesson, the learner should be able to:

- Discuss the features of independence constitution.

**Lesson development:** The teacher supervises students moving into groups of two members.

The teacher asks the students to discuss the features of the independence constitution. The role of the teacher changes from giving information to facilitating the learning process. The students are given time to participate in a dialogue on the types of Constitution and Partners take turns reading and asking questions and receiving immediate feedback touching on the



features of independence constitution. After the students have shared their thoughts with each other, the teacher assess what they have mastered and makes any correction or any

### **Lesson Six**

**Topic:** Constitution and constitution making

**Sub-topic:** Independence constitution phase 2 to 3 (1992-2010)

**Lesson- objectives:** By the end of the lesson, the learner should be able to:

- Discuss the main provisions of the national accord

**Lesson development:** The teacher supervises the students to move into groups of about 5 students and each group picks a secretary and a chairperson.

Students are assigned to discuss the main provisions of the national accord where different portion of the material is assigned to members of the same group. The teachers' role changes from giving information to facilitating the learning process. Each member is required to get answers to his or her question and make a summary on the findings. Once each member becomes an expert on his/her assignment portion, they meet with their expert group, which has members of different teams who have studied the same selection, to discuss their findings. When they return to their Home Groups, they take turns teaching teammates about the section they have studied. The teacher then assesses the mastery on provisions of the national accord and make corrections where necessary and also adds any other additional information.

### **Lesson Seven**

**Topic:** Constitution and constitution making

**Sub- topic:** Constitutional changes since independence up to August 2010

**Lesson objectives:** By the end of the lesson, the learner should be able to:

- Explain the process of constitutional Change up to 2010

**Lesson development:** The teacher supervises group formation of about 5 students and each group picks a secretary and a chairperson.

Students are assigned to discuss the process of constitutional change where different portion of the material is assigned to members of the same group. The teachers' role changes from giving information to facilitating the learning process. Each member is required to get

answers to his or her question and make a summary on the findings. Once each member becomes an expert on his/her assignment portion, they meet with their expert group, which has members of different teams who have studied the same selection, to discuss their findings. When they return to their Home Groups, they take turns teaching teammates about the section they have studied. The teacher then assesses the mastery on the process of constitutional change up to 2010 and makes corrections where necessary and also adds any other additional information.

## **Lesson Eight**

**Topic:** Constitution and constitution making

**Sub- topic:** Features of the new constitution of Kenya 2010

**Lesson objectives:** By the end of the lesson, the student should be able to:

- Discuss the features of the new constitution of Kenya

**Lesson development:** The teacher supervises group formation of about 5 students and each group picks a secretary and a chairperson






Students are assigned to discuss the features of the new constitution where different portion of the material is assigned to members of the same group. The teachers' role changes from giving information to facilitating the learning process. Each member is required to get answers to his or her question and make a summary on the findings. Once each member becomes an expert on his/her assignment portion, they meet with their expert group, which has members of different teams who have studied the same selection, to discuss their findings. When they return to their Home Groups, they take turns teaching teammates about the section they have studied. The teacher then assesses the mastery on features of the new constitution and makes corrections where necessary and also adds any other additional information.

## Appendix D: School Data Form

Please complete this form by filling in the spaces provided

1. Name of School.....
2. No. of students per class in Form Two.....
- 3 No. of boys per class in Form Two.....
- 4 No. of girls per class in Form Two.....
5. Form Two pupil's mean score at KCPE.....

## Appendix E: Research Permit

 <b>REPUBLIC OF KENYA</b>	 <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b>
Ref No: <b>741778</b>	Date of Issue: <b>04/February/2021</b>
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<b>This is to Certify that Mr.. VICTOR BOIWO of Egerton University, has been licensed to conduct research in Baringo on the topic: EFFECTS OF COOPERATIVE LEARNING STRATEGY ON STUDENTS' ACADEMIC ACHIEVEMENT AND MOTIVATION TO LEARN HISTORY AND GOVERNMENT IN CO-EDUCATIONAL SECONDARY SCHOOLS IN BARINGO COUNTY, KENYA for the period ending : 04/February/2022.</b>	
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**EFFECTS OF COOPERATIVE LEARNING STRATEGY ON STUDENTS' ACADEMIC ACHIEVEMENT AND MOTIVATION IN HISTORY AND GOVERNMENT IN CO-EDUCATIONAL SECONDARY SCHOOLS IN BARINGO CENTRAL SUB-COUNTY, KENYA**

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**ABSTRACT**

History and Government is an important subject in the Kenyan curriculum as it has social, economic and political impact in our lives. Despite its importance, students' mean score for History and Government in KCSE nationally and in Baringo central sub county from the year 2016- 2019 is well below 50%. Students' motivation to learn the subject is also low therefore the study seeks to assess the effects of Cooperative Learning Strategy on students' academic achievement and motivation in History and Government in co-educational secondary schools in Baringo central county. Quasi-experimental research design, specifically Solomon-Four Non-Equivalent Control Group Research Design was used. The target population was all Form Two students in co-educational sub-county public secondary schools in Baringo central sub-county which is 1014 students while the accessible population was Form Two students in co-educational sub-county public secondary schools in Baringo central sub county which is 158 students. Purposive sampling was used to obtain a sample of four Co-educational sub-county public Secondary Schools. The instruments used in the study were History and Government Student Achievement Test (HGSAT) and History and Government Motivation Questionnaire (HGMQ). All instruments were pilot-tested in secondary schools within Baringo central sub-county but in a division that was not be included in the study with but similar characteristics as the sampled schools. Using KR-21 formulae, HGSAT yielded a reliability coefficient of 0.871 while using the cronbach alpha, HGMQ yielded 0.716 which were above the recommended threshold of 0.7. Data were analysed using t-test, ANOVA and ANCOVA. The findings of this study indicated that the use of CLS enhances students' academic achievement and motivations learn History and Government better than conventional teaching methods. The study therefore recommends that History and Government teachers should integrate the use of CLS in their teaching and MOE to in-service secondary school teachers on the use of CLS.

**Keywords:** Cooperative Learning Strategy, Students' Academic Achievement, Motivation to Learn History and Government, Co-Educational Secondary Schools